

2009

Accountability Manual

The 2009 Accountability Rating System
for Texas Public Schools and School Districts

Texas Education Agency
Department of Assessment, Accountability, and Data Quality
Division of Performance Reporting
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Introduction

ABOUT THE ACCOUNTABILITY SYSTEM

The state accountability system assigns ratings to every campus and district in the Texas public education system each year. In most cases the system assigns one of four rating labels—ranging from lowest to highest—*Academically Unacceptable*, *Academically Acceptable*, *Recognized*, and *Exemplary*. To determine the rating label, the system evaluates indicators of performance, including assessment results on the state standardized assessment instruments as well as longitudinal completion rates and annual dropout rates. Generally, campuses and districts earn ratings by having performance that meets absolute standards or by demonstrating sufficient improvement toward the standard. In addition to evaluating performance for all students, the performance of individual groups of students is held to the rating criteria. The student groups are defined to be the major ethnic groups and the group of students designated as economically disadvantaged. All of the evaluated groups must meet the criteria for a given rating category in order to earn that label.

There are two sets of procedures within the state accountability system; one that evaluates standard campuses and districts and another that evaluates alternative education campuses and charter operators that primarily serve students identified as at risk of dropping out of school. The indicators and criteria differ between the alternative education accountability (AEA) and standard procedures but the overall designs are similar.

The purpose of the state accountability system is first and foremost to improve student performance. The system sets reasonable standards for adequacy and identifies and publicly recognizes high levels of performance and performance improvement. The system provides information about levels of student performance in each school district and on each campus, and it identifies schools and districts with inadequate performance and provides assistance.

ABOUT THIS MANUAL

The *Accountability Manual* is a technical resource that explains how districts and campuses are evaluated. Part 1 pertains to standard procedures and Part 2 pertains to registered alternative education campuses as well as charter operators evaluated under AEA procedures. Part 3 pertains to areas covered by both standard and AEA procedures. The *Manual* includes the information necessary for determining 2009 ratings and acknowledgments.

As with previous editions, selected chapters are adopted by reference as Commissioner of Education administrative rule. *Appendix A* describes the rule which will be effective in July 2009.

ADVISORY GROUPS

For the review of the procedures adopted previously and proposed for the future, TEA staff invited the assistance and advice of educators, school board members, business and community representatives, professional organizations, and legislative representatives from across the state. The commissioner considered all proposals and made final decisions which are reflected in this publication.

The annual use of these advisory bodies will continue. With their assistance the system can be modified, indicators improved, standards reevaluated, and other adjustments made. In 2007, the 80th Legislature created the Select Committee on Public School Accountability to conduct a comprehensive review of the public school accountability system. As a result of this committee's work, statutory changes resulting from the 2009 legislative session will alter the future of accountability systems in Texas.

GUIDING PRINCIPLES

Over the years TEA has worked closely with public school personnel and others to develop an integrated accountability system. The standard and AEA procedures of the 2009 system are based upon these guiding principles:

- **STUDENT PERFORMANCE**
The system is first and foremost designed to improve student performance;
- **RECOGNITION OF DIVERSITY**
The system is fair and recognizes diversity among campuses and students;
- **SYSTEM STABILITY**
The system is stable and provides a realistic, practical timeline for measurement, data collection, planning, staff development, and reporting;
- **STATUTORY COMPLIANCE**
The system is designed to comply with statutory requirements;
- **APPROPRIATE CONSEQUENCES**
The system sets reasonable standards for adequacy, identifies and publicly recognizes high levels of performance and performance improvement, and identifies campuses with inadequate performance and provides assistance;
- **LOCAL PROGRAM FLEXIBILITY**
The system allows for flexibility in the design of programs to meet the individual needs of students;
- **LOCAL RESPONSIBILITY**
The system relies on local school districts to develop and implement local accountability systems that complement the state system; and
- **PUBLIC'S RIGHT TO KNOW**
The system supports the public's right to know levels of student performance in each school district and on each campus.

REPORTS ASSOCIATED WITH THE ACCOUNTABILITY SYSTEM

Accountability Data Tables. Tables showing the performance used for determining accountability ratings are made public at the time of the ratings release, by August 1st each year. These tables provide the data necessary to understand a campus or district rating. Samples of these tables are shown in *Chapter 4* (for standard procedures) and *Chapter 12* (for AEA procedures).

Academic Excellence Indicator System (AEIS). The AEIS is a comprehensive reporting system defined in state statute. Since 1990-91, campus and district AEIS reports have been generated

and published annually for all campuses and districts in the state. Local districts share responsibility for disseminating the AEIS reports, including holding hearings for public discussion of the AEIS report content. All indicators used for accountability are reported in the AEIS, with additional disaggregations depicting how each grade level and different populations performed. Indicators that will potentially be used in future accountability ratings are also published in the AEIS when possible. The reports also show participation rates on the state-administered tests. Additionally, the AEIS shows demographic information about students and staff, program information, and financial information, all of which provide context for interpreting accountability results.

School Report Card (SRC). Also required by state statute, this agency-generated report provides a subset of the information found on the AEIS report and is produced at the campus level only. Campuses must provide the SRC to each student's family.

Snapshot: School District Profiles. This TEA publication provides a state and district-level overview of public education in Texas. Though no longer available as a printed publication, the most current *District Detail* section of *Snapshot*—up to 90 items of information for each public school district—is available on the agency website.

Pocket Edition. This brochure provides a quick overview of state-level statistics on performance, demographics, campus and district ratings, personnel, and finances.

Adequate Yearly Progress (AYP). AYP is a federal accountability program mandated under the No Child Left Behind (NCLB) Act. For information on similarities and differences between the federal and state accountability systems, see *Appendix C – Comparison of State and Federal Systems*.

Online Reports. All of the reports cited above are available on the agency website through the Division of Performance Reporting homepage at ritter.tea.state.tx.us/perfreport/index.html.

Table 1: Definitions of Terms

Throughout this *Manual*, the terms listed below are defined as shown, unless specifically noted otherwise. See *Chapter 14 – AEA Glossary and Index* for definitions of terms specific to the AEA procedures.

<i>District</i>	This term includes charter operators as well as traditional independent school districts.
<i>Charter Operator</i>	A charter operator is treated like a district in the accountability system. The charter operator is identified with a unique six-digit number as are districts. The campus or campuses administered by a charter are identified with unique nine-digit number(s). The charter operator may administer instruction at one or more campuses.
<i>Superintendent</i>	The educational leader and administrative manager of the district or charter operator. This term includes other titles that may apply to charter operators, such as chief executive officer, president, and chief administrative officer.
<i>Campus</i>	This term includes charter campuses as well as campuses administered by traditional independent school districts.
<i>Standard Campus</i>	A campus evaluated under standard accountability procedures. This includes campuses that serve students in alternative education settings, but that are not registered to be evaluated under the AEA procedures.
<i>Registered Alternative Education Campus (AEC)</i>	A campus registered for evaluation under AEA procedures that also meets the at-risk registration criterion. This term includes AECs of Choice as well as Residential Facilities.
<i>TAKS Test Results</i>	This phrase refers to TAKS assessments including the TAKS (Accommodated) assessments that are part of the accountability calculations for 2009. See <i>Table 3</i> in <i>Chapter 2</i> .
<i>Data Integrity</i>	Data integrity refers to the quality of the data used to determine an accountability rating. The integrity of data can be compromised either through purposeful manipulation or through unintentional errors made through the data reporting process. In either case, if data integrity is in question, it may not be possible to determine a reliable rating.
<i>Measures, Hurdles, Analysis Groups</i>	Under standard accountability procedures, a campus or district can be evaluated on as many as 35 measures (five for each of the five TAKS subjects, plus five each for the dropout and completion rates.) The five for each indicator are All Students and the four student groups: African American, Hispanic, White, and Economically Disadvantaged. The measures that meet minimum size criteria and are evaluated for a campus or district are sometimes referred to as hurdles. They are identified on the data tables as Analysis Groups, and have an “X” next to each.

**The 2009 Accountability Rating System
for Texas Public Schools and School Districts**

Part 1

Standard Procedures

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Chapter 1 – Overview

SYSTEM HISTORY

In 1993, the Texas Legislature enacted statutes that mandated the creation of the Texas public school accountability system to rate school districts and evaluate campuses. A viable and effective accountability system was able to be developed in Texas because the state already had the necessary supporting infrastructure in place: a pre-existing student-level data collection system; a state-mandated curriculum; and a statewide assessment tied to the curriculum.

The system initiated with the 1993 legislative session remained in place through the 2001-02 school year. The ratings issued in 2002 were the last under that system. Beginning in 2003, a new assessment, the Texas Assessment of Knowledge and Skills (TAKS), was administered. This assessment includes more subjects and grades, and is more difficult than the previous statewide assessment. A new rating system based on the TAKS was developed during 2003. Ratings established using the newly designed system were first issued in the fall of 2004.

COMPARISON OF 2008 AND 2009 STANDARD PROCEDURES

The ratings issued in 2009 mark the sixth year of the current system. Many components of the 2009 system are the same as those that were in effect in 2008. However, there are several significant differences between 2008 and 2009:

- The TAKS indicator standards for *Academically Acceptable* increase for writing, social studies, mathematics, and science by five points each.
- The minimum performance floor required to be able to apply the Exceptions Provision is decreased for mathematics and science from 10 points below the *Academically Acceptable* standard to five points below the standard.
- The Texas Projection Measure (TPM) is added to the system as an additional feature that can enable a campus or district to achieve the next higher rating.
- Assessment results for students displaced due to Hurricane Ike will be removed from the TAKS indicator and ratings will be adjusted in situations where Hurricane Ike caused extended school closure.
- The phase-in of the National Center for Education Statistics (NCES) definition of a dropout continues for the Completion Rate indicator. Three of the years of the 2008 cohort are based on the new dropout definition.
- The School Leaver Provision (SLP) is not available for the grade 7-8 Annual Dropout Rate, the Completion Rate I, or the Underreported Students Indicator.
- The standard for the Underreported Students Data Quality Indicator is changed from a count of no more than 200 students to no more than 150 students. The standard for the underreported students rate remains less than or equal to 5.0%.
- A new indicator is added to the Gold Performance Acknowledgment (GPA) system. The College-Ready Graduates indicator will be evaluated for both English/language arts (ELA) and mathematics combined at a standard of 35%.

- The standards for nine of the GPA indicators increase. Advanced/Dual Enrollment Course Completion, the five Commended indicators, Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP), and the two Texas Success Initiative indicators all increase by five points each.

The following table provides details on these and other changes between the 2008 and 2009 systems. Components that are unchanged are provided as well.

Table 2: Comparison of 2008 and 2009 – Standard Procedures

Component	2008				2009			
Base Indicators for Determining Rating (Chapter 2)	<ul style="list-style-type: none">TAKS, including selected TAKS (Accommodated)Completion Rate I <i>School Leaver Provision</i> appliesAnnual Dropout Rate <i>School Leaver Provision</i> applies				<ul style="list-style-type: none">TAKS, including selected TAKS (Accommodated)Completion Rate I <i>School Leaver Provision does not apply</i>Annual Dropout Rate <i>School Leaver Provision does not apply</i>			
Rating Standards (Chapter 2)		Acceptable	Recognized	Exemplary		Acceptable	Recognized	Exemplary
	TAKS	45/50/65/70	75%	90%	TAKS	50/55/70/70	75%	90%
	TAKS w/ TPM	n/a	n/a	n/a	TAKS w/ TPM	50/55/70/70	75%	90%
	Completion	75.0%	85.0%	95.0%	Completion	No Change		
	Dropout	2.0%			Dropout	No Change		
Evaluation of Student Groups (Chapter 2)	White, Hispanic, African American, Economically Disadvantaged, and All Students				No Change			
Number of Performance Measures Used (Chapter 2)	The larger and more diverse the campus or district, the more measures apply — up to 35				No Change			
TAKS Subjects Evaluated (Chapter 2)	All TAKS subjects individually				No Change			
TAKS Student Success Initiative (Chapter 2)	Gr. 3, 5 & 8 reading and Gr. 5 & 8 mathematics, cumulative results used				No Change			
TAKS Grades Tested (Chapter 2)	Summed across all grades tested (grades 3-11)				No Change			
TAKS Minimum Size for All Students (Chapter 2)	All Students results are always evaluated, regardless of size				No Change			
TAKS Minimum Size for Student Groups (Chapter 2)	<ul style="list-style-type: none">If fewer than 30 test takers, not evaluated separatelyIf 30 to 49, evaluated if they comprise at least 10% of all test takersIf 50 or more, evaluated				No Change			
TAKS Special Analysis (Chapter 6)	Used for determining rating for very small campuses and districts				No Change			

Table 2: Comparison of 2008 and 2009 – Standard Procedures (continued)

Component	2008	2009
TAKS (Accommodated) Subjects & Grades Evaluated (Chapter 2)	<ul style="list-style-type: none"> • ELA..... Gr. 11 • Mathematics Gr. 11 • Social Studies Gr. 8, 10, & 11 • Science..... Gr. 5, 8, 10, & 11 	No Change
Accountability Subset (TAKS only) (Chapter 2)	Students who are mobile after the October PEIMS “as of” date and before the last TAKS administration are taken out of the subset for a district if they move to another district; students are taken out of the campus subset if they move to another campus (whether it is in the same district or not)	Same as 2008; additionally, performance of students with a PEIMS Crisis Code indicating they were displaced due to Hurricane Ike is excluded from ratings calculation
Hurricane Ike (Appendix J)	n/a	Schools and districts closed for ten or more days may receive a rating of <i>Not Rated: Other</i>
Pairing (Chapter 6)	Standard campuses without TAKS data are paired; paired data not used for GPA	No Change
Texas Projection Measure (TPM) (Chapter 3)	n/a	For any TAKS measure not meeting the standard for the next higher rating, RI, TPM , or the Exceptions Provision can elevate the rating one level, and only one level.
Exceptions (Chapter 3)	<i>Academically Acceptable, Recognized, and Exemplary</i> rating possible by using exceptions	No Change
	Maximum of four for <i>Academically Acceptable</i> and <i>Recognized</i> ; One only for <i>Exemplary</i>	No Change
	Floors vary	Floor for mathematics and science is changed from 10 points below the <i>Academically Acceptable</i> standard to five points below—consistent with all other subjects
Completion Rate I (Chapter 2)	Use of district assigned completion rates is suspended	No Change
Completion Rate I (Chapter 2)	Includes two years of new dropout definition (2005-06 and 2006-07)	Includes three years of new dropout definition (2005-06, 2006-07, and 2007-08)
Required Improvement (Chapter 3)	TAKS: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible	No Change
	Annual Dropout Rate: RI to <i>Academically Acceptable</i> , <i>Recognized</i> , and <i>Exemplary</i> possible	No Change
	Completion Rate I: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible; Floor for <i>Recognized</i> is 75.0%	No Change

Table 2: Comparison of 2008 and 2009 – Standard Procedures (continued)

Component	2008	2009
Gold Performance Acknowledgment Indicators (Chapter 5)	<ul style="list-style-type: none"> • Advanced Course/Dual Enrollment Completion • AP/IB Results • Attendance Rate • Commended Performance: Reading/ELA • Commended Performance: Mathematics • Commended Performance: Writing • Commended Performance: Science • Commended Performance: Social Studies • Comparable Improvement: Reading/ELA • Comparable Improvement: Mathematics • Recommended High School Program/ Distinguished Achievement Program (RHSP/DAP) • SAT/ACT Results • TSI - Higher Education Readiness Component for English Language Arts • TSI - Higher Education Readiness Component for Mathematics 	All Previous Indicators: No Change College-Ready Graduates indicator is added
Standards for GPA (Chapter 5)	Vary by indicator; see Chapter 5.	Same as 2008, except: <ul style="list-style-type: none"> • Advanced Course/Dual Enrollment Completion increases by five to 30.0% • Commended Performance (Reading/ELA, Mathematics, Writing, Science, Social Studies) increase by five to 30% • Recommended High School Program/ Distinguished Achievement Program (RHSP/DAP) increases by five to 85.0% • TSI - Higher Education Readiness Component (ELA and mathematics) increase by five to 60%
Underreported Students (Chapter 3)	<ul style="list-style-type: none"> • No more than 200 underreported students; and • No more than 5.0% underreported.* * School Leaver Provision applies	<ul style="list-style-type: none"> • No more than 150 underreported students; and • No more than 5.0% underreported.* * School Leaver Provision does not apply
School Leaver Provision	The leaver indicators could not be the cause for a lowered rating. The leaver indicators include Annual Dropout Rate, Completion Rate, and Underreported Students.	The School Leaver Provision is not available for any indicator

Chapter 2 – The Basics: *Base Indicators*

To determine ratings under the standard accountability procedures, the 2009 accountability rating system for Texas public schools and districts uses three base indicators:

- spring 2009 performance on the Texas Assessment of Knowledge and Skills (TAKS),
 - the Completion Rate I for the class of 2008, and
 - the 2007-08 Annual Dropout Rate for grades 7 and 8.
-

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

The TAKS indicator is the percent of students who scored high enough to meet the standard to pass the test. This is calculated as the number of students who met the TAKS student passing standard divided by the number tested. Results for the TAKS (grades 3-11) are summed across grades for each subject. Results for each subject tested are evaluated separately to determine ratings.

Who is evaluated for TAKS: Districts and campuses that test students on any TAKS subject:

- **Reading/ELA** – Reading is tested in grades 3 – 9; English language arts (ELA) is tested in grades 10 and 11. Note also:
 - This is a combined indicator. It includes all students tested on and passing either the TAKS reading test or the TAKS English language arts test.
 - The cumulative percent passing from the first two administrations of TAKS reading in grades 3, 5, and 8 is used.
 - TAKS (Accommodated) ELA results for grade 11 are included.
 - Results for the Spanish version of TAKS reading (grades 3-6) are included.
- **Writing** – Writing is tested in grades 4 and 7. Results for the Spanish version of TAKS writing (grade 4) are included.
- **Social Studies** – Social studies is tested in grades 8, 10, and 11. Results for social studies TAKS (Accommodated) for grades 8, 10, and 11 are also included.
- **Mathematics** – Mathematics is tested in grades 3 – 11. Note also:
 - The cumulative percent passing from the first two administrations of TAKS mathematics in grades 5 and 8 is used.
 - TAKS (Accommodated) mathematics results for grade 11 are included.
 - Results for the Spanish version of TAKS mathematics (grades 3-6) are included.
- **Science** – Science is tested in grades 5, 8, 10, and 11. Note also:
 - TAKS (Accommodated) science results for grades 5, 8, 10, and 11 are included.
 - Results for the Spanish version of TAKS science (grade 5) are included.

For further details, see *TAKS (Accommodated)*, *Reading/ELA Combined*, and *Student Success Initiative* in *Other Information* below.

Standard: The *Academically Acceptable* standard varies by subject, while the *Recognized* and *Exemplary* standards are the same for all subjects:

- **Exemplary** – For every subject, at least 90% of the tested students pass the test.
- **Recognized** – For every subject, at least 75% of the tested students pass the test.
- **Academically Acceptable** – Varies by subject:
 - *Reading/ELA* – At least 70% of the tested students pass the test.
 - *Writing* – At least 70% of the tested students pass the test.
 - *Social Studies* – At least 70% of the tested students pass the test.
 - *Mathematics* – At least 55% of the tested students pass the test.
 - *Science* – At least 50% of the tested students pass the test.

Student Groups: Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{number of students passing [TAKS subject]}}{\text{number of students tested in [TAKS subject]}}$$

Minimum Size Requirements:

- *All Students.* These results are always evaluated regardless of the number of examinees. However, districts and campuses with a small number of total students tested on TAKS will receive Special Analysis. See *Chapter 6 – Special Issues and Circumstances* for more detailed information about Special Analysis.
- *Student Groups.*
 - Any student group with fewer than 30 students tested is not evaluated.
 - If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
 - If there are at least 50 students within the student group, it is evaluated.
 - Student group size is calculated subject by subject. For this reason the number of student groups evaluated will sometimes vary. For example, an elementary school with grades 3, 4, and 5 tested may have enough Hispanic students to be evaluated on reading and mathematics, but not enough to be evaluated on writing (tested in grade 4 only) or science (tested in grade 5 only).

Year of Data: 2008-09

Data Source: Pearson

Other Information:

- *Texas Projection Measure.* Beginning in 2009, the Texas Projection Measure (TPM) will be used as part of the methodology for determining state accountability ratings. For details on how it will be incorporated into the system, please refer to *Chapter 3 – The Basics: Additional Features*.
- *Student Success Initiative (SSI).* In determining accountability ratings, a cumulative percent passing is calculated by combining the first and second administrations of the TAKS in grades 3, 5, and 8 reading and grades 5 and 8 mathematics performance. The results include performance on the Spanish versions of these tests. TAKS (Accommodated), TAKS-Modified, and TAKS-Alternate results are not included in the SSI calculations in 2009.

- *TAKS (Accommodated)*. This assessment (previously known as *TAKS-Inclusive*) has the same questions as the TAKS, but allows certain accommodations for students with disabilities. Performance on these tests is being phased into the accountability system over three years. For 2009, only those versions of the tests that were administered as *TAKS-Inclusive* in 2006 and 2007 will be used in determining accountability ratings in 2009. These are:
 - English Language Arts – grade 11,
 - Social Studies – grades 8, 10, and 11,
 - Mathematics – grade 11, and
 - Science – grades 5 (English and Spanish), 8, 10, and 11.
 See *Table 3* for the phase-in of TAKS (Accommodated).

Table 3: Use of TAKS (Accommodated) in Accountability Ratings

	2008	2009	2010
Science (grades 5, 8, 10, & 11) Science (grade 5 Spanish) Social Studies (grades 8, 10, & 11) English Language Arts (grade 11) Mathematics (grade 11)	Use in Accountability	Use in Accountability	Use in Accountability
Reading/ELA (3 – 10) Reading (grades 3 – 6 Spanish) Mathematics (grades 3 – 10) Mathematics (grades 3 – 6 Spanish) Writing (grades 4 & 7) Writing (grade 4 Spanish)	Report Only on AEIS	Report Only on AEIS	Use in Accountability

- *Special Education*. In addition to the TAKS (Accommodated) results that will be used, the performance of students with disabilities who take the regular TAKS is included in the TAKS indicator.
- *TAKS-Modified* and *TAKS-Alternate*. Performance on these tests will not be used in determining ratings for 2009.
- *Reading/ELA Combined*. Reading (grades 3-9) and ELA (grades 10 and 11) results are combined and evaluated as a single subject. This affects districts and campuses that offer both grade 9 and grades 10 and/or 11. In these cases, counts of reading and ELA students who met the standard are summed and divided by the total number taking reading or ELA.
- *TAKS Spanish*. The TAKS tests are given in Spanish in reading and mathematics for grades 3, 4, 5, and 6; writing in grade 4; and science in grade 5. Performance on these tests is combined with performance on the English-language TAKS for the same subject to determine a rating.
- *Student Passing Standards*. For 2009, the student passing standard is panel recommendation (PR) for students in all grades and all subjects.
- *Testing Window*. Results for students given a make-up test within the testing window are included in the accountability indicators.

- *Sum of All Grades Tested.* Results for each subject are summed across grades. This refers to the grades tested at the particular campus or district. For example, the percent passing for TAKS reading in an elementary school with a grade span of K-5 is calculated as:

$$\frac{\text{number of students who passed the reading test in grades 3, 4, \& 5}}{\text{number of students who took the reading test in grades 3, 4, \& 5}}$$

- *Exit-level TAKS.* The performance of all juniors tested for the first time during the primary spring administration (ELA in March; mathematics and science in April, and social studies in May) is included in determining accountability ratings. The performance of exit-level TAKS retesters is not included.
- *October 2008 administration.* Some juniors eligible for early graduation took the TAKS in October 2008. The performance of these students is included with the performance of other juniors taking the exit-level test if:
 - they were juniors at the time of testing;
 - they were taking the exit-level TAKS for the first time in October 2008; and
 - they passed all four assessments at that time.
 Students tested in October who failed any of the tests in October could retest in the spring; however, in the event of a retest, neither performance — from October *or* from the spring retest — is included in the accountability calculations. If October results are used, they are not adjusted for mobility. This means that if an 11th grader took and passed all the tests in October, then withdrew from school before the spring, that student's results would count in determining the school's accountability ratings. Conversely, if an 11th grader took but did not pass all the tests in October, and then withdrew from school before the spring, those student's results would not count in determining the school's accountability ratings.
- *Excluded Students.* Only answer documents marked "Score" are included; answer documents coded "Absent," "Exempt," or "Other" are excluded.
- *Linguistically Accommodated Testing (LAT).* Results for limited English proficient students taking linguistically accommodated TAKS tests are not included in the state accountability system.
- *Rounding of Met Standard Percent.* The *Met Standard* calculations are expressed as a percent, rounded to whole numbers. For example, 49.877% is rounded to 50%; 74.4999% is rounded to 74%; and 89.5% is rounded to 90%.
- *Rounding of Student Group Percent.* The *Student Group* calculations are expressed as a percent, rounded to whole numbers. When determining if a student group is at least 10%, the rounded value is used. For example, 40 students in a group out of a total of 421 students is 9.5011876%. Because this rounds to the whole number 10, this student group will be evaluated.

ACCOUNTABILITY SUBSET

For the TAKS, only the performance of students enrolled on the PEIMS fall "as-of" date of October 31, 2008, are considered in the ratings. This is referred to as the *accountability subset* (sometimes also referred to as the *October subset* or the mobility adjustment). This adjustment is not applied to any other base indicator.

Students who move from district to district are excluded from the campus and district's TAKS results. Further, students who move from campus to campus within a district are kept in the district's results but are excluded from the campus's TAKS results. No campus is held accountable for students who move between campuses after the PEIMS "as-of" date and before the date of testing, even if they stay within the same district. The subsets are determined as follows:

Campus-level accountability subset: If a student was reported in membership at one campus on October 31, 2008, but moves to another campus before the TAKS test, that student's performance is removed from the accountability results for both campuses, whether the campuses are in the same district or different districts. Campuses are held accountable only for those students reported to be enrolled in the campus in the fall and tested in the same campus in the second semester.

District-level accountability subset: If a student was in one district on October 31, 2008, but moved to another district before the TAKS test, that student's performance is taken out of the accountability subset for both districts. However, if the student moved from campus to campus within the district, his or her performance is included in that district's results, even though it does not count for either campus. This means that district performance results do not match the sum of the campus performance results.

Examples of how the accountability subset criteria are applied are provided in the following table. Note that these apply to TAKS performance results. For more information, see *Tables 35, 36, and 37 in Appendix D – Data Sources*.

Table 4: Accountability Subset

Student Situation	In Whose Accountability Subset?
General	
1. Grade 9 student is enrolled at campus A in the fall and tests there on TAKS reading in March and mathematics in April.	This student's results affect the rating of both campus A and the district.
2. Grade 6 student is enrolled in district Y in the fall and moves to district Z at the semester break. The student is tested on TAKS reading and mathematics in April.	This student's results do not affect the rating of any campus or district. Results are reported to district Z.
3. Grade 6 student is enrolled at campus A in the fall and then moves to campus B in the same district at the semester break. The student is tested on TAKS reading and mathematics in April.	This student's results do not affect the rating of campus A or B, but they do affect the district. Results for both tests are reported to campus B.
4. Grade 6 student is reported in enrollment at a campus, but is withdrawn for home schooling on November 10 th . Parents re-enroll the student at the same campus on April 1. The student is tested in TAKS reading and mathematics in late April.	Performance on both tests is reported and included in the ratings evaluation for the campus. The fact that the student was enrolled on the "as of" date and tested in the same campus and district are the criteria for determining the accountability subset.

Table 4: Accountability Subset (continued)

Student Situation	In Whose Accountability Subset?
Mobility between Writing/ELA and other tests	
5. A 12 th grade student moves to a district from another state at the beginning of the school year. She takes the exit-level tests in October and fails; she takes them again during the spring. Will her performance affect the district or campus?	No. The performance of 12 th graders is not used for accountability purposes.
6. Grade 4 student enrolls in campus A in the fall and takes the TAKS writing test there in March. The student then transfers to campus B in the same district and tests on TAKS reading and mathematics in April.	This student's results do not affect the rating of campus A or B. Although writing was assessed at the same campus where the student was enrolled in the fall, the writing results are reported to campus B, where the student tested last. The results affect the district rating. Results for all tests are reported to campus B.
7. Grade 4 student enrolls in campus A in the fall and takes the writing TAKS there in March. The student then transfers to campus B in a different district and tests on TAKS reading and mathematics in April.	This student's results do not affect the rating of either campus or district. Test results are reported to the campus where the student tested last, in this case, campus B.
8. A first-time 11 th grade student is enrolled in district Y in the fall and takes the TAKS ELA in March. He then moves to district Z, where he takes the last three tests.	This student's results do not affect the rating of either campus or district. Results for all tests are reported to the campus where the student tested last in district Z.
9. A first-time 11 th grade student is enrolled in district Y in the fall and takes the TAKS ELA in March. She then moves out of state. She does not take the last three tests.	This student's results on ELA will be used in determining both campus and district Y ratings.
10. Grade 7 student is reported in enrollment in district Y and takes the writing test in that district at campus A. In early April, the student transfers to district Z and takes the remaining Grade 7 TAKS tests there. The answer documents submitted by district Z use different name spellings than did the one submitted by district Y.	To the test contractor these are two different students. Performance on the student's writing test is reported to district Y and counts toward its rating and the rating of campus A. The student's results in reading and mathematics are reported to district Z but do not contribute to the rating of either the district or the campus where the student tested because the student was not there in the fall.

Table 4: Accountability Subset (continued)

Student Situation	In Whose Accountability Subset?
<p>11. A first-time 11th grade student is enrolled in high school A, district Z in the fall and takes the TAKS ELA in March. He then is sent to a disciplinary campus for the rest of the year, where he takes the rest of the TAKS tests.</p>	<p>If the disciplinary campus is a JJAEP or DAEP, the student's performance must be coded back to the sending campus, and it will be used in determining both campus and district ratings.</p> <p>If the disciplinary campus is operated by the Texas Youth Commission (TYC) or the Texas Juvenile Probation Commission (TJPC), the performance will not count toward either the sending campus or district rating.</p> <p>If the disciplinary campus is none of the above but is in district Z, the performance will be used in determining the district rating, but not the campus rating.</p>
<p>Grades 3, 5 and 8 Reading; Grades 5 and 8 Mathematics (Student Success Initiative) <i>(See Tables 35 and 36 in Appendix D – Data Sources for further information.)</i></p>	
<p>12. Grade 3 student takes reading in March at campus A where she was enrolled in the fall, passes the test and moves to campus B (in the same district) where, in April, she takes and fails the mathematics test.</p>	<p>This student's results do not affect the rating of campus A or B. The reading results from the March test are reported to campus A and the mathematics results are reported to campus B. Results from both tests affect the district.</p>
<p>13. Grade 3 student enrolls in campus A in the fall, but then moves to campus B (in the same district) in December. In March the student takes the reading test there, and passes. In early April the student moves back to campus A, where he takes and passes the mathematics test.</p>	<p>This student's reading results do not affect the rating of campus A or B, but the math results affect the rating of campus A. The reading results from the March test are reported to campus B, and the math results are reported to campus A. Results from both reading and mathematics tests affect the district.</p>
<p>14. Grade 5 student takes reading in March at campus A where he was enrolled in the fall, and fails the test. In early April he moves to campus B (in the same district) where he retests and passes reading, mathematics, and science.</p>	<p>This student's results do not affect the rating of campus A or B. The March reading results are reported to campus A, even though math, science and the 2nd reading results are reported to campus B. Results from reading, science, and mathematics tests affect the district.</p>
<p>15. Grade 8 student takes TAKS reading in March at the campus where she was enrolled in the fall. She fails the test. In late March, the student moves out of state. She does not take the other TAKS tests.</p>	<p>This student's TAKS reading results do not affect the rating for the campus or district.</p>

Table 4: Accountability Subset (continued)

Student Situation	In Whose Accountability Subset?
16. Grade 5 student takes TAKS reading in March at the campus where she was enrolled in the fall, and passes the test. In April she takes the TAKS mathematics test but fails. The student then moves to another district, where she takes TAKS science and retests in mathematics and fails again.	This student's TAKS reading, mathematics, and science results do not affect the rating for any campus or district.
17. Grade 5 student takes TAKS reading in March at the campus where she was enrolled in the fall, and passes the test. In April she takes the TAKS mathematics test but fails. The student and her family then move out of state. She does not take TAKS science or retest in mathematics.	<p>The three subjects are handled differently:</p> <p><i>Science:</i> She did not test in science at all, so there are no results to attribute.</p> <p><i>Reading:</i> She did not need to retest in reading; however, the fact that she did not take the science test in mid-April establishes her as mobile, so her reading results are taken out of the accountability subset.</p> <p><i>Mathematics:</i> There are no results available for her in May, nor are there answer documents for any of the mathematics passers, as there is no other TAKS test given at that time. For this reason, the April performance on mathematics is retained and will affect the rating of this campus and district.</p>
Spanish TAKS	
18. A grade 6 student's LPAC committee directs that she be tested in reading on the Spanish TAKS and in mathematics on the English TAKS. She remains at the same campus the entire year.	Performance on both tests is reported and included in the rating evaluation for the campus and district. Results on both English and Spanish versions of the TAKS contribute to the overall passing rate.
Both TAKS and TAKS (Accommodated) (See Table 3 above.)	
19. The ARD committee for a grade 6 student directs that she be tested in reading on the TAKS (Accommodated) and in mathematics on the TAKS. She remains at the same campus the entire year.	Performance on only the mathematics test is reported and included in the rating evaluation for the campus and district. Grade 6 TAKS (Accommodated) reading is not part of the accountability system for 2009.

Table 4: Accountability Subset (continued)

Student Situation	In Whose Accountability Subset?
20. The ARD committee for a grade 5 student directs that he take TAKS (Accommodated) reading, mathematics, and science. He passes all three tests. He is at the same campus the entire year.	This student's TAKS (Accommodated) reading and mathematics results will not affect the TAKS performance for the campus and the district, but performance on the grade 5 TAKS (Accommodated) science will be included in determining the campus and district accountability ratings.
21. A grade 3 student takes TAKS reading in March and fails the test. Her ARD committee decides she should take the TAKS (Accommodated) reading in April, which she passes. She also takes TAKS mathematics and passes. She remains at the same campus the entire year.	This student's TAKS reading (failure) and mathematics (passing) results will affect the TAKS performance for the campus and the district. Grade 3 TAKS (Accommodated) reading is not part of the accountability system for 2009, and so performance on that test is not considered, whether it is the first or second administration.
TAKS-Modified and TAKS-Alternate	
22. The ARD committee for a grade 8 student directs that she be tested in all subjects on the TAKS-Alternate. She remains at the same campus the entire year.	Performance on TAKS-Alternate will not be used in determining accountability ratings in 2009.
23. The ARD committee for a grade 6 student directs that he be tested in all subjects on the TAKS-Modified. He remains at the same campus the entire year.	Performance on TAKS-Modified will not be used in determining accountability ratings in 2009.

COMPLETION RATE I

This longitudinal rate shows the percent of students who first attended grade 9 in the 2004-05 school year and have completed or are continuing their education four years later. Known as the 2004-05 cohort, these students were tracked over the four years using data provided to TEA by districts and data available in the statewide General Educational Development (GED) database.

To count as a "completer" for standard accountability procedures, a student must have received a high school diploma with his/her class (or earlier) or have re-enrolled in the fall of 2008 as a continuing student.

Who is evaluated for Completion Rate I: Districts and campuses that have served grades 9 through 12 for five or more years. High schools that do not meet this requirement are not evaluated on this indicator in 2009. See *Other Information* below.

Standard:

- **Exemplary** – Completion Rate I of 95.0% or more.
- **Recognized** – Completion Rate I of 85.0% or more.
- **Academically Acceptable** – Completion Rate I of 75.0% or more.

Student Groups: Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{number of completers}}{\text{number in class}^*}$$

*See *Appendix D* for the definition of *number in class*.

Minimum Size Requirements:

- **All Students.** These results are evaluated if:
 - there are at least 10 students in the class *and*
 - there are at least 5 dropouts.
- **Student Groups.** These results are evaluated if there are at least 5 dropouts within the student group *and*:
 - there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students; or
 - there are at least 50 students within the student group.

Years of Data: 2004-05, 2005-06, 2006-07, 2007-08 and 2008-09.

Data Source: PEIMS submission 1 enrollment data, 2004-05 through 2008-09; PEIMS submission 1 leaver data, 2005-06 through 2008-09; PEIMS submission 3 attendance data, 2004-05 through 2007-08; and General Educational Development records as of August 31, 2008.

Other Information:

- **School Leaver Provision.** For 2009, the School Leaver Provision is no longer in effect. A campus or district completion rate can be the cause for a lowered rating.
- **No Use of District Rate for High Schools.** In Texas, a typical public high school serves grades 9-12. High schools that serve only some of those grades—for example, a senior high school that only serves grades 11 and 12—do not have their own completion rate. In the past, the district rate would be attributed to such schools. The attribution of the district rate for high schools has been suspended, as the new definition of a dropout is phased in. See *Appendix I* for more information on the new dropout definition.
- **Additions and Deletions.** Any student who joins the cohort is added to it, and any student who leaves the cohort is subtracted from it. For example, a student new to Texas who moves to a district as an 11th grader would be added to the cohort that corresponds to when he was first in 9th grade.
- **Retained Students.** Students who repeat a year are kept with their original cohort.

- *Rounding of Completion Rate.* All calculations are expressed as a percent, rounded to one decimal point. For example, 74.875% is rounded to 74.9%, not 75%.
- *Rounding of Student Group Percent (Minimum Size Requirements).* The *Student Group* calculations are expressed as a percent, rounded to whole numbers. When determining if a student group is at least 10%, the rounded value is used. For example, 40 students in a group out of a total of 421 students is 9.5011876%. Because this rounds to the whole number 10, this student group will be evaluated.
- *Special Education.* The completion status of students with disabilities is included in this measure.

ANNUAL DROPOUT RATE (GRADES 7-8)

For accountability purposes, the annual dropout rate is used to evaluate campuses and districts with students in grades 7 and/or 8. This is a one-year measure, calculated by summing the number of dropouts across the two grades.

Who is evaluated for Annual Dropout Rate: Districts and campuses that serve students in grades 7 and/or 8.

Standard: The standard for the Annual Dropout Rate is 2.0% or less for all rating categories. Any district or campus with a rate higher than 2.0% that does not demonstrate Required Improvement will be rated *Academically Unacceptable*.

Student Groups: Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{number of grade 7-8 dropouts}}{\text{number of grade 7-8 students who were in attendance at any time during the school year}}$$

Minimum Size Requirements:

- *All Students.* These results are evaluated if:
 - there are at least 10 students in grades 7-8 *and*
 - there are at least 5 dropouts.
- *Student Groups.* These results are evaluated if there are at least 5 dropouts within the student group *and*:
 - there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students; or
 - there are at least 50 students within the student group.

Year of Data: 2007-08

Data Source: PEIMS submission 1 enrollment data 2007-08; PEIMS submission 1 leaver data, 2008-09; PEIMS submission 3 attendance data, 2007-08.

Other Information:

- *School Leaver Provision.* For 2009, the School Leaver Provision is no longer in effect. A campus or district annual dropout rate can be the cause for a lowered rating.

- *Dropout Definition.* Since the 2007 rating cycle, dropouts have been determined based on Texas' new dropout definition, which is aligned with the federal definition of a dropout. See *Appendix I* for a detailed explanation.
- *Cumulative Attendance.* A cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay.
- *Rounding of Dropout Rate.* All calculations are expressed as a percent, rounded to one decimal point. For example, 2.49% is rounded to 2.5%.
- *Rounding of Student Group Percent (Minimum Size Requirements).* The *Student Group* calculations are expressed as a percent, rounded to whole numbers. When determining if a student group is at least 10%, the rounded value is used. For example, 40 students in a group out of a total of 421 students is 9.5011876%. Because this rounds to the whole number 10, this student group will be evaluated.
- *Special Education.* Dropouts served by special education are included in this measure.

Chapter 3 – The Basics: *Additional Features*

As shown in *Chapter 2 – The Basics: Base Indicators*, districts and campuses can achieve a rating by meeting the absolute standards for the different indicators. However, under certain conditions, a campus or district can raise their rating one level:

- by meeting *Required Improvement*;
- by including students who did not pass the TAKS test but met the *Texas Projection Measure (TPM)* improvement standard; and/or,
- by using the *Exceptions Provision*.

Additionally, under certain circumstances a district's rating may be restricted to *Academically Acceptable*. These additional requirements for districts are explained in the last part of this chapter.

All additional features are applied and calculated automatically by TEA before ratings are released. Districts and campuses do not need to request the use of additional features.

Required Improvement to *Academically Acceptable*

Campuses or districts initially rated *Academically Unacceptable* may achieve an *Academically Acceptable* rating using the Required Improvement feature.

Who is evaluated for Required Improvement: Districts and campuses whose performance is *Academically Unacceptable* for any TAKS subject, Annual Dropout Rate, or Completion Rate I measure evaluated.

TAKS

Improvement Standard: In order for Required Improvement to move a campus or district to *Academically Acceptable*, the campus or district must have shown enough improvement on the deficient TAKS measures since 2008 to be able to meet the current year accountability standard in two years.

There are different standards for the *Academically Acceptable* rating for TAKS:

- *Reading/ELA, Writing, and Social Studies*. Any measure below the standard must achieve enough gain to meet a standard of **70%** in two years.
- *Mathematics*. Any measure below the standard must achieve enough gain to meet a standard of **55%** in two years.
- *Science*. Any measure below the standard must achieve enough gain to meet a standard of **50%** in two years.

Methodology: The *actual change* must be equal to or greater than the *Required Improvement*:

Actual Change	Required Improvement
[performance in 2009] – [performance in 2008] ≥	$\frac{[\text{standard for 2009}] - [\text{performance in 2008}]}{2}$

Example: For 2009, a high school campus has performance above the *Academically Acceptable* standard in all areas except for their Economically Disadvantaged student group in TAKS mathematics; only 49% met the standard. Their performance in 2008 for the same group and subject was 39%.

First calculate their *actual change*:

$$49 - 39 = 10$$

Next calculate the *Required Improvement*:

$$\frac{55 - 39}{2} = 8$$

Then compare the two numbers to see if the *actual change* is greater than or equal to the *Required Improvement*:

$$10 \geq 8$$

Result: the campus meets Required Improvement, so its rating is *Academically Acceptable*.

Minimum Size Requirements: In order for Required Improvement to be an option, the district or campus must have test results (for the subject and student group) for at least 10 students in 2008.

Other Information:

- *Improvement Calculations.* These are based on the percent of students who passed the TAKS. The improvement calculations do not include those who failed the TAKS but are projected to meet the standard with TPM.
- *Prior Year Results.* Prior year assessment results (TAKS spring 2008) have not been recalculated. The 2008 results used in 2009 will match those published in 2008.
- *Technical Assistance Team (TAT).* All campuses rated *Academically Acceptable* in 2009 are identified for technical assistance teams if their 2008-09 performance does not meet the accountability standards established for the 2010 accountability system. Some schools that attain a rating of *Academically Acceptable* through Required Improvement may be identified for technical assistance teams. See *Chapter 16 – Responsibilities and Consequences* for more information.
- *Rounding.* All improvement calculations are done on performance rates and standards that have been rounded to whole numbers. Required Improvement calculations are expressed as a percent, rounded to whole numbers. For example, 4.5% is rounded to 5%.

COMPLETION RATE I

Improvement Standard: In order for Required Improvement to move a campus or district to *Academically Acceptable*, the campus or district must have shown enough improvement on the deficient Completion Rate I measures between the classes of 2007 and 2008 to be at a standard of **75.0%** in two years.

Methodology: The *actual change* must be equal to or greater than the *Required Improvement*:

Actual Change	≥	Required Improvement
[completion rate for class of 2008] minus [completion rate for class of 2007]		$\frac{[75.0] - [\text{completion rate for class of 2007}]}{2}$

Minimum Size Requirements: In order for Required Improvement to be an option, the district or campus must have had at least 10 students (in the same student group) in the class of 2007 completion rate.

Other Information:

- *Technical Assistance Team (TAT).* All campuses rated *Academically Acceptable* in 2009 are identified for technical assistance teams if their 2008-09 performance does not meet the accountability standards established for the 2010 accountability system. Some schools that attain a rating of *Academically Acceptable* through Required Improvement may be identified for technical assistance teams. See *Chapter 16 – Responsibilities and Consequences* for more information.
- *Rounding.* All improvement calculations are expressed as a percent, rounded to one decimal point. For example, 2.85% is rounded to 2.9%, not 3%.

ANNUAL DROPOUT RATE

Improvement Standard: In order for Required Improvement to move a campus or district to *Academically Acceptable*, the campus or district must have shown enough decline in its dropout rate to be at **2.0%** in two years.

Methodology: The *actual change* must be equal to or less than the *Required Improvement*:

Actual Change	≤	Required Improvement
[2007-08 dropout rate] – [2006-07 dropout rate]		$\frac{[2.0] - [2006-07 \text{ dropout rate}]}{2}$

This calculation measures *reductions* in rates, not gains as with TAKS or Completion Rate I results. The actual change in the dropout rate needs to be *less than or equal to* the Required Improvement for the standard to be met, and will involve negative numbers. Stated another way, the actual change needs to be a larger negative number than the Required Improvement number.

Minimum Size Requirements: In order for Required Improvement to be an option, the district or campus must have had at least 10 grade 7-8 students (in the same student group) in 2006-07.

Other Information:

- *Technical Assistance Team (TAT).* All campuses rated *Academically Acceptable* in 2009 are identified for technical assistance teams if their 2008-09 performance does not meet the accountability standards established for the 2010 accountability system. Some schools that attain a rating of *Academically Acceptable* through Required Improvement may be identified for technical assistance teams. See *Chapter 16 – Responsibilities and Consequences* for more information.

- *Floor.* No floor is required to be able to use Required Improvement for the Annual Dropout Rate, either for moving to *Academically Acceptable*, *Recognized*, or *Exemplary*.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, -1.875% is rounded to -1.9%, not -2%.

Example: In 2007-08, a middle school had performance at the *Academically Acceptable* level for all TAKS subjects. The middle school was not evaluated on completion rate. However, the dropout rate for their Hispanic student group was 2.2%. Their Annual Dropout Rate in 2006-07 for the same group was 3.0%.

First calculate their *actual change*:

$$2.2 - 3.0 = -0.8$$

Next calculate the *Required Improvement*:

$$\frac{2.0 - 3.0}{2} = -0.5$$

Then compare the two numbers to see if the *actual change* is less than or equal to the *Required Improvement*:

$$-0.8 \leq -0.5$$

Result: the campus meets Required Improvement, so its rating is *Academically Acceptable*.

Required Improvement to *Recognized*

Who is evaluated for Required Improvement: Districts and campuses whose performance is at the high end of *Academically Acceptable* for any TAKS subject or Completion Rate I, and who also meet the minimum “floor” for current year performance. Campuses or districts that do not meet the 2.0% Annual Dropout Rate standard may also use Required Improvement to achieve a *Recognized* or *Exemplary* rating. See Annual Dropout Rate (below) for details.

TAKS

Improvement Standard: In order for Required Improvement to move a campus or district from *Academically Acceptable* to *Recognized*, the campus or district must have:

- performance ranging from 70% to 74% on the measure, and
- shown enough improvement on TAKS since 2008 to be at **75%** in two years.

Methodology: The *actual change* must be equal to or greater than the *Required Improvement*:

Actual Change	Required Improvement
[performance in 2009] – [performance in 2008]	$\frac{[75] - [\text{performance in 2008}]}{2}$
≥	

Minimum Size Requirements: For Required Improvement to be an option, the district or campus must have test results (for the subject and student group) for at least 10 students in 2008.

Other Information:

- *Standards.* The *Recognized* standard for the TAKS indicator (75%) is the same for all subjects.
- *Improvement Calculations.* These are based on the percent of students who passed the TAKS. The improvement calculations do not include those who failed the TAKS but are projected to meet the standard with TPM.
- *Prior Year Results.* Prior year assessment results (TAKS spring 2008) have not been recalculated. The 2008 results used in 2009 will match those published in 2008.
- *Rounding.* All improvement calculations are done on performance rates and standards that have been rounded to whole numbers. Required Improvement calculations are expressed as a percent, rounded to whole numbers. For example, 4.5% is rounded to 5%.

Example: For 2009, a district has performance above the *Recognized* standard in all areas except for their Economically Disadvantaged student group in TAKS science; only 70% met the standard. Their performance in 2008 for the same group and subject was 66%.

First determine if their current year performance is *at or above the floor* of 70%:

$$70 \geq 70$$

Next calculate their *actual change*:

$$70 - 66 = 4$$

Then calculate the *Required Improvement*:

$$\frac{75 - 66}{2} = 5 \text{ (4.5 rounds to 5)}$$

Finally, compare the two numbers to see if the *actual change* is greater than or equal to the *Required Improvement*:

4 is not greater than or equal to 5

Result: the district does not meet Required Improvement, so its rating cannot be elevated above *Academically Acceptable* due to Required Improvement. However, use of the TPM or the Exceptions Provision may apply.

COMPLETION RATE I

Improvement Standard: In order for Required Improvement to move a campus or district from *Academically Acceptable* to *Recognized*, the campus or district must have:

- a completion rate ranging from 75.0% to 84.9% on the measure, and
- shown enough improvement on the deficient completion rate measures between the classes of 2007 and 2008 to be at **85.0%** in two years.

Methodology: The *actual change* must be equal to or greater than the *Required Improvement*:

Actual Change		Required Improvement
[completion rate for class of 2008] minus [completion rate for class of 2007]	≥	$\frac{[85.0] - [\text{completion rate for class of 2007}]}{2}$

Minimum Size Requirements: In order for Required Improvement to be an option, the district or campus must have had at least 10 students (in the same student group) in the class of 2007 completion rate.

Other Information:

- *Rounding.* All improvement calculations are expressed as a percent, rounded to one decimal point. For example, 2.85% is rounded to 2.9%, not 3%.

ANNUAL DROPOUT RATE

A campus or district cannot be prevented from a rating of *Academically Acceptable*, *Recognized*, or *Exemplary* if it has either met the absolute dropout rate standard or demonstrated dropout rate Required Improvement.

Because there is only one standard (2.0%) to meet for the Annual Dropout Rate, the same Required Improvement calculation is applied whether the campus or district is initially *Academically Unacceptable*, *Academically Acceptable*, or *Recognized*. This means that no performance floor is imposed when using Required Improvement for the dropout rate to achieve *Recognized* or *Exemplary*. See page 25 for the methodology and other details.

Texas Projection Measure

The TPM is an estimate of whether a student is likely to pass a TAKS test in a future grade. After Required Improvement has been evaluated, the TPM is applied to determine if the campus or district can achieve a higher rating. For a more complete explanation of TPM, see *Appendix E – Texas Growth Index and Texas Projection Measure*.

Who is evaluated for TPM: Districts or campuses rated *Academically Unacceptable*, *Academically Acceptable*, or *Recognized* may achieve a higher rating by comparing the “Percent Meeting the TAKS Standard with TPM” to the accountability standards.

Methodology: The “Percent Meeting the TAKS Standard with TPM” defines passers to be students who either met the passing standard or are projected to meet the passing standard in a future grade.

$$\frac{\text{number of students passing [TAKS subject]} + \text{number of students failing [TAKS subject] but meeting TPM}}{\text{number of students tested in [TAKS subject]}}$$

Other Information:

- *TPM by Grade and Subject.* The TPM is available in mathematics, reading, English language arts, science, social studies, and writing. However, grade 7 writing does not have a TPM, nor does any subject in grade 11. A TPM will not be available for grade 8 science until 2010. This means the availability of TPM data for some campus types will be more limited than for others.

- *TPM by Student.* Not every student will have a TPM value. If a student does not have a TPM for a test, that student is included in the methodology shown above based on his or her pass/fail status on the current year test.
- *TPM, Student Success Initiative Grades, and TAKS (Accommodated).* See *Appendix D – Data Sources* for details regarding the selection of TPM values for use in the state accountability system.
- *Explanation of Texas Projection Measure.* See *Appendix E – Texas Growth Index and Texas Projection Measure* for more information regarding how TPM values are calculated for individual students.
- *Move only one level.* For any TAKS measure not meeting the standard for the next higher rating, Required Improvement, TPM, or the Exceptions Provision can elevate the status of the measure one level, and **only one level**. Combinations of Required Improvement, TPM, and the Exceptions Provision cannot be used together for one measure. However, these features can be used independently for different TAKS measures.
- *Relationship to Required Improvement and the Exceptions Provision.* For every TAKS measure evaluated at a given campus or district, the “Percent Meeting the TAKS Standard with TPM” is examined after the application of Required Improvement when Required Improvement is either not met or not applicable. After Required Improvement and TPM have been evaluated for every measure, use of the Exceptions Provision is determined.
- *Technical Assistance Team (TAT).* All campuses rated *Academically Acceptable* in 2009 are identified for technical assistance teams if their 2008-09 performance does not meet the accountability standards established for the 2010 accountability system. Some schools that attain a rating of *Academically Acceptable* by including students who met the TPM improvement standard may be identified for technical assistance teams. See *Chapter 16 – Responsibilities and Consequences* for more information.

Example: A large and diverse middle school is rated on 16 indicators. The TAKS base indicator shows many measures at the *Recognized* and *Academically Acceptable* levels. The school’s lowest performance, however, is for Economically Disadvantaged students in both mathematics and social studies. The performance is 49% and 64%, respectively. The initial status on these would mean the campus would be rated *Academically Unacceptable*.

Required Improvement moves other measures that were *Academically Acceptable* to *Recognized* but Required Improvement is not met for the two lowest areas. After applying TPM, the passing percentages improve to over 75% for both of the two lowest areas.

Although with TPM the passing percentages are at the *Recognized* level, the rating for this school will be held to *Academically Acceptable*. This is because the initial status for these two measures was *Academically Unacceptable*; the use of the TPM can only elevate the rating one level.

Exceptions Provision

The Exceptions Provision provides relief to larger campuses and districts with more diverse student populations who are evaluated on more measures. After application of Required Improvement and TPM, campuses or districts may still “gate up” to a higher rating by using exceptions. The Exceptions Provision can be applied to any of the 25 TAKS measures (5 subjects multiplied by 5 groups: All Students, African American, Hispanic, White, and Economically Disadvantaged). The Exceptions Provision does not apply to either Completion Rate I or Annual Dropout Rate indicators. Campuses and districts must meet minimum performance floors to be eligible to use this provision and other safeguards are applied.

Other Information:

- *Exceptions Applied Automatically.* There is no need for a district or campus to request that the Exceptions Provision be applied. Exceptions are automatically calculated and assigned prior to the release of ratings, but only if it will successfully move a campus or district to a higher rating. For example, a campus may be eligible for two exceptions, but if it actually needs three exceptions in order to raise its rating to *Academically Acceptable*, then no exceptions are used, and the campus remains *Academically Unacceptable*. This preserves the campus’s or district’s ability to use exceptions in the future. If the Exceptions Provision successfully moves a campus or district to a higher rating, the provision will be used. A campus or district cannot request that exceptions not be used.
- *Only for Assessment.* This provision applies to the TAKS, and not to Completion Rate I or Annual Dropout Rate indicators. That is, if a campus or district rating is due to either the Completion Rate I or Annual Dropout Rate indicators, the Exceptions Provision is not applied.

USING EXCEPTIONS TO MOVE TO *ACADEMICALLY ACCEPTABLE* OR *RECOGNIZED*

A campus or district may use up to four exceptions in order to achieve a rating of *Academically Acceptable* or up to four exceptions in order to achieve a rating of *Recognized*. To be eligible to use any exceptions, the campus or district must be evaluated on at least five TAKS measures and must meet the appropriate performance floor(s).

The number of exceptions available for a campus or district is dependent on the number of assessment measures on which the campus or district is evaluated, as shown in the following table:

Exceptions for moving to <i>Academically Acceptable</i> or <i>Recognized</i>	
Number of Assessment Measures Evaluated	Maximum Number of Exceptions Allowed
1 – 4	0 exceptions
5 – 8	1 exception
9 – 11	2 exceptions
12 – 15	3 exceptions
16 or more	4 exceptions

Performance Floor:

Performance on the measure to which the Exceptions Provision will be applied must be no more than five percentage points below the standard for the subject. See the table below for the minimum performance needed in 2009 for each subject.

The floor must be met by the TAKS base indicator; the percent of student passing the test. The “Percent Meeting the TAKS Standard with TPM” is not used to determine if the floor requirement has been met.

Floors			
Academically Acceptable		Recognized	
Mathematics	50%	All subjects	70%
Science	45%		
Reading/ELA, Writing & Social Studies	65%		

USING EXCEPTIONS TO MOVE TO *EXEMPLARY*

A campus or district may use one exception to gate up to a rating of *Exemplary*. To be eligible for this one exception, the campus or district must be evaluated on at least ten TAKS measures and meet the performance floor.

Performance Floor: Performance on the measure to which the Exceptions Provision will be applied must be no more than five percentage points below the *Exemplary* standard for all subjects, meaning performance must range from 85% to 89% on the measure. The floor must be met by the TAKS base indicator; the percent of students passing the test. The “Percent Meeting the TAKS Standard with TPM” is not used to determine if the floor requirement has been met.

Exceptions for moving to <i>Exemplary</i>	
Number of Assessment Measures Evaluated	Maximum Number of Exceptions Allowed
1 – 9	0 exceptions
10 or more	1 exception

PROVISION SAFEGUARDS

- *One-Time Use.* An exception will not be granted for the same measure for two consecutive years. For example, if a campus was granted an exception for white student science performance in 2008, the campus is not eligible for an exception for white student science performance in 2009. This safeguard applies regardless of the rating achieved when the exception was used. In the example below, the high school will not be able to use exceptions for economically disadvantaged performance in TAKS mathematics or science in 2010, even if the school needs the exceptions that year to achieve a *Recognized* rating.
- *Other “Charged” Exceptions.* There are cases where a district or campus may be “charged” with an exception in the process of Special Analysis or in granting appeals. In these cases, the campus or district is not able to use that exception in the following year.

- *Move only one level.* The Exceptions Provision cannot be used to move up more than one rating level. For example, if a campus meets the *Exemplary* criteria on all accountability measures except for one assessment measure, and fails to meet the *Academically Acceptable* criteria on that one measure, the Exceptions Provision will only move the campus from *Academically Unacceptable* to *Academically Acceptable*.

Further, combinations of Required Improvement, TPM, and the Exceptions Provision cannot be used together for one measure to elevate a rating more than one level. Different features can be used for different measures to successfully elevate a rating, but multiple features cannot be used for any one measure.

- *Campus and District Improvement Plans.* Any campus or district that uses one or more exceptions must address performance on those measures to which the exceptions are applied in its campus or district improvement plan.
- *Technical Assistance Team (TAT).* All campuses rated *Academically Acceptable* in 2009 are identified for technical assistance teams if their 2008-09 performance does not meet the accountability standards established for the 2010 accountability system. Schools that attain a rating of *Academically Acceptable* through the Exceptions Provision will be automatically identified for technical assistance teams. See *Chapter 16 – Responsibilities and Consequences* for more information.

Example. A large high school with a diverse population is evaluated on all student groups for reading/ELA, mathematics, science, and social studies, for a total of 20 measures. The percent passing on all indicators meets the *Academically Acceptable* standards except for the performance of their economically disadvantaged students in mathematics (51%) and science (48%). They did not demonstrate Required Improvement for either of these measures, nor did they have enough additional students projected to pass to enable use of the TPM feature.

The percent of students passing mathematics and science are within five points of the *Academically Acceptable* standards (55% and 50%, respectively). Because they are evaluated on 16 or more assessment measures, (20) they are eligible to use up to four exceptions. Assuming they did not take an exception for either of these measures in the prior year, they meet the Exceptions Provision requirements.

Result: the campus rating is *Academically Acceptable* and the campus is charged with use of an exception for economically disadvantaged students in mathematics and economically disadvantaged students in science. The two exception areas must be addressed in their campus improvement plan.

Note: Because of the one-time exception rule, the campus will not be eligible to use exceptions for either of these measures in 2010.

Additional Issues for Districts

DISTRICTS WITH *ACADEMICALLY UNACCEPTABLE* CAMPUSES

Any district that has one or more campuses rated *Academically Unacceptable* cannot receive a rating of *Exemplary* or *Recognized*. There are two exceptions to this rule. First, an *AEA*: *Academically Unacceptable* rating for a campus does not prevent an *Exemplary* or *Recognized* district rating.

Second, some campuses are identified within the accountability system as Texas Youth Commission (TYC) campuses or Texas Juvenile Probation Commission (TJPC) campuses. A rating of *Academically Unacceptable* on these campuses does not prevent an *Exemplary* or *Recognized* district rating. See *Chapter 6 – Special Issues and Circumstances* for more information about these campus types.

UNDERREPORTED STUDENTS

TEA must have leaver statuses on all grade 7-12 students who were enrolled at any time in the prior year (2007-08) but who did not continue in the current year (2008-09). These students may have left the district because they graduated, transferred to another district, dropped out, or for some other reason. Districts must report a leaver code for all leavers except those who moved (transferred) to another Texas public school district, earned a GED by August 31, or graduated in a prior school year. The determination of whether students are movers is made by TEA by checking other districts' enrollment and attendance records. (Districts may obtain preliminary information about whether students have moved to another district by searching the PID Enrollment Tracking (PET) application.)

Students without leaver records who cannot be confirmed by TEA to be returning students, movers, previous Texas graduates, or GED recipients become underreported students. See *Appendix I* for more information.

In order to maintain a rating of *Exemplary* or *Recognized*, districts must not exceed the accountability standards for underreported students.

Standard: Districts must meet the standard for both of the following measures in order to maintain a rating of *Exemplary* or *Recognized*:

- *Count of Underreported Students:* Must be fewer than or equal to 150.
- *Percent of Underreported Students:* Must be less than or equal to 5.0%.

Methodology:

$$\frac{\text{number of underreported students}}{\text{number of students served in grades 7-12 in previous school year}} \leq 5.0\%$$

Numerator: Underreported students are those 2007-08 students in grades 7–12 who are not accounted for by TEA as returning students, movers, previous Texas graduates or GED recipients, and for whom no school leaver record can be found.

Denominator: The denominator is an unduplicated count of students who were reported in enrollment in 2007-08 PEIMS submission 1 or in attendance in 2007-08 PEIMS submission 3.

Minimum Size Requirements: Districts with 5 or more underreported students will be evaluated.

Data Source and Year: PEIMS submission 1 (October 2007, October 2008); PEIMS submission 3 (June 2008)

Other Information:

- *School Leaver Provision.* For 2009, the School Leaver Provision is no longer in effect. District underreported students can be the cause for limiting a district rating to *Academically Acceptable*.
- *Unduplicated Count.* The methodology eliminates any duplicate records. For example, students are not counted twice because they appear on both attendance and enrollment records.
- *Rounding.* This calculation is rounded to one decimal place. For example, 5.46% is rounded to 5.5%, not 5%.

ADDITIONAL STUDENTS IN DISTRICT RATINGS

Generally, districts are held accountable for the performance of all their students, including those who attend alternative education campuses that are registered for evaluation under AEA procedures. See *Chapter 6 – Special Issues and Circumstances* for more information on various campus situations and how they affect the district’s performance data.

Additionally, districts are responsible for the performance of students who are not in any campus accountability subset because they changed campuses within the district between the October “as of” date and the date of testing. See *Table 4 in Chapter 2 – The Basics: Base Indicators* for more information on the accountability subset.

Chapter 4 – The Basics: *Determining a Rating*

The previous two chapters described the base indicators and the additional features of the system (Required Improvement, Texas Projection Measure, and the Exceptions Provision). This chapter describes how to use the indicator data results with the additional features to determine campus and district ratings. The ratings for the overwhelming majority of campuses and districts can be determined this way. Some campuses and districts must be evaluated using different procedures. See *Chapter 6 – Special Issues and Circumstances* for details about which campuses and districts are affected and how they are evaluated.

WHO IS RATED?

The state accountability system is required to rate all districts and campuses that serve students in grades 1 through 12. The first step is to identify the universe of districts and campuses that can be considered for a rating. For 2009, the universe is determined to be those districts and campuses that reported students in membership in any grades (early education through grade 12) in the fall of the 2008-09 school year. The universe is then divided into those campuses and districts to be evaluated under Alternative Education Accountability (AEA) procedures (see *Part 2 – Alternative Education Accountability (AEA) Procedures*) and those evaluated using standard procedures. Most districts and campuses identified for standard procedures receive one of the four primary rating labels (*Exemplary*, *Recognized*, *Academically Acceptable*, or *Academically Unacceptable*). Some receive a label of *Not Rated*. Rating labels and their uses are described below.

Once the universe of standard campuses and districts is established, the next step is to determine if the district or campus has TAKS results on which it can be evaluated. In order to attain one of the four primary rating labels, districts and campuses must have at least one TAKS test result in the accountability subset. The phrase “TAKS test results” refers to TAKS assessments. This includes results on the TAKS (Accommodated) assessments that are part of the accountability calculations for 2009 (see *Table 3 in Chapter 2*).

An effort is made through the pairing process to supply TAKS results to campuses (with any grades from 1 to 12) with no students in the grades tested so that they can also be evaluated. For more information on pairing see *Chapter 6 – Special Issues and Circumstances*.

Districts and campuses that have only completion rates, only dropout rates, or only combinations of these two will not receive one of the four primary ratings in 2009. To be eligible to be *Exemplary*, *Recognized*, *Academically Acceptable*, or *Academically Unacceptable*, TAKS results are required and *only* TAKS results are required. Districts and campuses need not have data for dropout or completion indicators in order to receive a rating. Performance on any one of the TAKS subjects is sufficient for a rating to be assigned, even if only TAKS (Accommodated) results are available (see *Table 3 in Chapter 2*).

Though at least one TAKS tester (in the accountability subset) is required to be considered for a rating, some places with very small numbers of total TAKS test results may ultimately receive a *Not Rated* label. The process of Special Analysis is employed when there are very small numbers of total test takers to determine if a rating is appropriate. See *Chapter 6 – Special Issues and Circumstances* for details about Special Analysis.

STANDARD RATING LABELS

Rating labels for districts are specified in statute. For 2009, standard campuses and districts will be assigned one of the following rating labels.

Table 5: Standard Rating Labels

	District or Charter Operator Use	Campus Use (non-charter and charter)
<i>Exemplary</i>	Used for districts or charter operators with at least one TAKS test result (in any subject) in the accountability subset. Small numbers subject to Special Analysis.	Used for campuses serving grades 1-12 with at least one TAKS test result (in any subject) in the accountability subset. Includes campuses with TAKS data due to pairing. Small numbers subject to Special Analysis.
<i>Recognized</i>		
<i>Academically Acceptable</i>		
<i>Academically Unacceptable</i>		
<i>Not Rated: Other</i>	<p>Used for districts or charter operators in the unlikely event that there is insufficient data to rate due to no TAKS results in the accountability subset, or due to other highly unusual circumstances.</p> <p>In 2009 this rating may be assigned to districts impacted by Hurricane Ike.</p>	<p>Used if the campus:</p> <ul style="list-style-type: none"> o has no students enrolled in grades higher than kindergarten; o has insufficient data to rate due to no TAKS results in the accountability subset; o has insufficient data to rate through Special Analysis due to very small numbers of TAKS results in the accountability subset; o is a designated Juvenile Justice Alternative Education Program (JJAEP) or a designated Disciplinary Alternative Education Program (DAEP). o was impacted by Hurricane Ike and met provisions outlined in <i>Appendix K</i>.
<i>Not Rated: Data Integrity Issues</i>	<p>Used in the rare situation where the accuracy and/or integrity of performance results are compromised and it is not possible to assign a rating label based on the evaluation of performance. This label may be assigned temporarily pending an on-site investigation or may be assigned as the final rating label for the year.</p> <p>This rating label is not equivalent to an <i>Academically Unacceptable</i> rating. The Commissioner of Education also has the authority to lower a rating or assign an <i>Academically Unacceptable</i> rating to address problems with the accuracy and/or integrity of performance results that are discovered through accountability system safeguards, Performance-Based Monitoring, or other monitoring and compliance reviews. The accreditation status of a district may also be lowered due to data integrity issues.</p> <p>The district or a campus may receive a rating of <i>Not Rated: Data Integrity Issues</i>, either temporarily or permanently, or the campus or district rating may be lowered due to data integrity problems.</p> <p>See <i>Chapter 16 – Responsibilities and Consequences</i> for more information about the circumstances that trigger this rating label.</p>	

Registered alternative education campuses (AECs) and some charter operators will receive ratings under the AEA procedures. See *Chapter 12 – AEA Ratings* for information on the AEA rating labels.

NOTIFICATION OF RATINGS (JULY 31, 2009)

Notification of campus and district accountability ratings will occur on July 31, 2009. This consists of release of the campus and district data tables and the district summary reports on TEA's website. Ratings for both standard and AEA procedures will be released simultaneously by this date.

NOTIFICATION OF RATINGS (LATE OCTOBER, 2009)

Accountability ratings are finalized when the accountability appeals process is completed. Agency web products related to state accountability (both public and secure sites) will be updated to reflect the outcome of appeals and to add the Gold Performance Acknowledgments information in late October, 2009. See *Chapter 19 – Calendar* and *Chapter 15 – Appealing the Ratings* for more information.

USING THE DATA TABLE TO DETERMINE A RATING

In mid-July, prior to finalizing all computations necessary for accountability ratings, TEA will provide districts with access to preview data tables for the district and each campus within the district through the Texas Education Agency Secure Environment (TEASE) website.

These tables will *not* show a rating. However, using the data on the tables and the *2009 Accountability Manual*, districts can anticipate their ratings in advance of the TEA ratings release. *These preview data tables will contain unmasked data and must be treated as confidential.* That is, information that reveals the performance of an individual student may be shown.

Sample data tables (unmasked) are excerpted on the following pages to present a step-by-step explanation of how ratings are determined. The design of both the preview and final data tables may vary from the samples shown.

Table 6: Sample Data Table

This preview information is *confidential*.

Preview data tables similar to this one will be made available to districts in mid-July. Final data tables will be available on the public and secure websites on July 31st.

This indicates that this campus was evaluated under standard procedures. AECs will receive a different data table. See *Part 2 – Alternative Education Accountability Procedures*.

July 2009
Confidential

DISTRICT NAME: SAMPLE DISTRICT
CAMPUS NAME: SAMPLE SCHOOL
CAMPUS NUMBER: 255901001
Analysis groups used to determine ratings are marked with an 'X'.
Accountability standards are shown in parentheses.

2009 (PREVIEW) CAMPUS ACCOUNTABILITY DATA TABLES – STANDARD PROCEDURES

Campus Rating
Grade Span: 06 – 12

Status by Measure is new for 2009. It shows the level attained for each measure: meeting the standard, RI, TPM, and Exceptions. The *** column shows the final summary.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2009					2008					Required Improvement		2009 TPM		Status by Measure				
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?	Met	Number Met STD w/TPM	Number Taking	Pct Met w/TPM	Std	RI	TPM	EXCP ***
Reading/ELA (70%/75%/90%)																			
X All Students	140	146	96%	100%	148	159	93%						145	146	99%	EX	-	-	EX
African Amer	0					0							0	0	-	-	-	-	-
X Hispanic	36	3				42							38	38	100%	EX	-	-	EX
X White	102	10				114							104	105	99%	EX	-	-	EX
X Econ Disadv	34	3				53							36	37	97%	EX	-	-	EX
Writing (70%/75%/90%)																			
X All Students	19	20	95%	100%	18	19	95%						19	20	95%	EX	-	-	EX
African Amer	0	0	-	0%	0	0	-						0	0	-	-	-	-	-
Hispanic	4	4	100%	20%	4	4	100%						4	4	100%	-	-	-	-
White	14	14	100%	70%	14	15	93%						14	14	100%	-	-	-	-
Econ Disadv	7	7	100%	35%	5	5	100%						7	7	100%	-	-	-	-
Social Studies (70%/75%/90%)																			
X All Students	72	75	96%	100%	82	91	90%						75	75	100%	EX	-	-	EX
African Amer	0	0	-	0%	0	0	-						0	0	-	-	-	-	-
Hispanic	15	16	94%	21%	28	31	90%		4				16	16	100%	-	-	-	-
X White	56	58	97%	77%	53	59	90%		7				58	58	100%	EX	-	-	EX
Econ Disadv	17	18	94%	24%	25	30	83%		11				18	18	100%	-	-	-	-
Mathematics (55%/75%/90%)																			
X All Students	120	143	84%	100%	124	158	78%		6				130	143	91%	RE	RE	EX	EX
African Amer	0	0	-	0%	0	0	-		9				0	0	-	-	-	-	-
X Hispanic	27	37	73%	26%	27	42	64%	Yes	3	6	Yes		30	37	81%	AA	RE	-	RE
X White	90	103	87%	72%	95	113	84%		3				97	103	94%	RE	RE	EX	EX
X Econ Disadv	26	37	70%	26%	40	55	73%	Yes	-3	1	No		30	37	81%	AA	AA	RE	RE
Science (50%/75%/90%)																			
X All Students	56	74	76%	100%	55	91	60%		16				59	74	80%	RE	-	-	RE
African Amer	0	0	-	0%	0	0	-		-				0	0	-	-	-	-	-
Hispanic	13	16	81%	22%	15	31	48%		33				13	16	81%	-	-	-	-
X White	43	57	75%	77%	40	59	68%		7				45	57	79%	RE	-	-	RE
Econ Disadv	14	18	78%	24%	17	30	57%		21				14	18	78%	-	-	-	-

*** Summary column: Note that RI, TPM, EXCP, and combinations of these may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2008?	Exceptions Applied
13	1	4	N/A	N/A	N/A

Ratings are not available on the preview tables; this area is blank.

The Texas Projection Measure (TPM) is a new feature for 2009.

Accountability Standards are shown for each subject.

July 2009

TEXAS EDUCATION AGENCY
2009 PREVIEW CAMPUS ACCOUNTABILITY DATA TABLES – STANDARD PROCEDURES

PAGE 2

DISTRICT NAME: SAMPLE DISTRICT
CAMPUS NAME: SAMPLE SCHOOL
CAMPUS NUMBER: 255901001

Campus Rating:
Grade Span: 06 – 12

Analysis groups used to determine ratings are marked with an 'X'.
Accountability standards are shown in parentheses.

COMPLETION RATE TABLE (Gr. 9–12) (75.0%/85.0%/95.0%)

	Class of 2008					Class of 2007					Required Improvement	
	# Completers	# dropouts	# in Class	Comp Rate	Stu Grp %	# Completers	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	41	1	42	97.6%	100%	29	29	100.0%	-	-2.4		
African Amer	0	0	0	-	0%	0	0	-	-	-		
Hispanic	8	0	8	100.0%	19%	7	7	100.0%	-	0.0		
White	33	1	34	97.1%	81%	20	20	100.0%	-	-2.9		
Econ Disadv	12	1	13	92.3%	31%	5	5	100.0%	-	-7.7		

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005–06 school year.
Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7–8) (2.0%)

	2007–08				2006–07				Required Improvement	
	# Dropouts	# 7–8 Graders	Dropout Rate	Stu Grp %	# Dropouts	# 7–8 Graders	Dropout Rate	Met Min Size	Act Chg	RI
All Students	0	77	0.0%	100%	0	78	0.0%	-	0.0	
African Amer	0	1	0.0%	1%	0	0	-	-	-	
Hispanic	0	26	0.0%	34%	0	22	0.0%	-	0.0	
White	0	50	0.0%	65%	0	54	0.0%	-	0.0	
Econ Disadv	0	29	0.0%	38%	0	27	0.0%	-	0.0	

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

Annual Dropout Rate

Number of Dropouts – This value is the numerator used to calculate the annual dropout rate.

Minimum Size – Note that at this campus there was only one dropout, fewer than the minimum number required (5) for the indicator to be evaluated.

ANNUAL DROPOUT RATE TABLE (Gr. 7–8) (2.0%)

	2007–08				2006–07	
	# Dropouts	# 7–8 Graders	Dropout Rate	Stu Grp %	# Dropouts	# 7–8 Graders
All Students	1	128	0.8%	100%	0	78
African Amer	1	29	3.4%	23%	0	0
Hispanic	0	11	0.0%	9%	0	22
White	0	87	0.0%	68%	0	54
Econ Disadv	1	71	1.4%	55%	0	27

To calculate the annual dropout rate, divide the *number of dropouts* by the *number of 7th and 8th graders*.

Number of 7th and 8th Graders – This value is the denominator used to calculate the annual dropout rate.

Completion Rate

To calculate the completion rate, divide the *number of completers* (in this example, 41) by the *number in the class of 2008* (42). This equals the *completion rate* (97.6%). The completion rate for this campus is within the *Exemplary* level.

Number of Completers – This value is the numerator used to calculate the completion rate. Completers are graduates and continuing students. GED recipients are *not* included as completers.

COMPLETION RATE TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

----- Class of 2008 -----

	# Completers	# dropouts	# in Class	Comp Rate	Stu Grp %	# pl
All Students	41	1	42	97.6%	100%	
African Amer	0	0	0	-	0%	
Hispanic	8	0	8	100.0%	19%	
White	33	1	34	97.1%	81%	
Econ Disadv	12	1	13	92.3%	31%	

Number in Class – This value is the denominator used to calculate the completion rate. Due to space limitations, the number of GED recipients is not shown as a separate column. These students are included in the # in Class.

Minimum Size – The *number of dropouts* and the *number in class* are used together to determine whether there are enough students for a group to be evaluated.

TAKS

Number Met Standard – This value is the numerator used to calculate percent met standard.

Number Taking – This value is the denominator used to calculate percent met standard.

Percent Met Standard – This value is the key number for TAKS: it shows what percent of the student group passed that test.

Analysis Group Marker – An ‘X’ to the left of a group label indicates that performance results for that group are used to determine an accountability rating because minimum size criteria were met. If no ‘X’ appears, then the size minimums were not met and performance results for that group are not used to determine the accountability rating. Note that ‘All Students’ results for TAKS are always evaluated.

Accountability standards for all levels are shown in parentheses.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

----- 2009 -----

Performance Results	Number Met Std	Number Taking	Pct Met Std	Stu Grp %
Reading/ELA (70%/75%/90%)				
X All Students	140	146	96%	100%
African Amer	0	0	-	0%
X Hispanic	36	38	95%	26%
X White	102	105	97%	72%
X Econ Disadv	34	37	92%	25%
Writing (70%/75%/90%)				
X All Students	19	20	95%	100%
African Amer	0	0	-	0%
Hispanic	4	4	100%	20%
White	14	14	100%	70%
Econ Disadv	7	7	100%	35%

Student group percentages are shown to help explain which student groups meet the minimum size criteria for the indicator.

At this campus note that the number of Hispanic, White, and Economically Disadvantaged students taking the writing test is fewer than 30, and no African American students were tested in this subject. Only those groups with an “X” are analyzed for this subject. *All Students* is always evaluated if any students are tested.

Required Improvement

Campuses and districts may achieve a higher rating using *Required Improvement*. It can be applied to three base indicators – TAKS, Completion, and Dropout Rate – to raise a rating from *Academically Unacceptable* to *Academically Acceptable* or from *Academically Acceptable* to *Recognized*. All calculations for Required Improvement are done automatically by TEA, using the steps shown below.

Performance Results	2009				2008				Required Improvement		
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
Mathematics (55%/75%/90%)											
X All Students	120	143	84%	100%	124	158	78%	-	6	-	-
X African Amer	0	0	-	0%	0	0	-	-	-	-	-
X Hispanic	27	37	73%	26%	27	42	64%	Yes	9	6	Yes
X White	90	103	87%	72%	95	113	84%	Yes	3	3	Yes
X Econ Disadv	26	37	70%	26%	40	55	73%	Yes	-3	1	No

At this campus, all performance is at the *Recognized* standard or above for all measures except TAKS mathematics.

(1) Required Improvement was applied to see if these measures could be raised to *Recognized*. First a check is made to see if each measure meets the minimum size for the prior year (at least 10 test takers). It did.

(2) Next, determine the Required Improvement: The formula is *the standard for 2009 minus the campus's performance in 2008, divided by 2*.

(4) This campus met Required Improvement in one measure, but not the other.

(3) Finally, for each measure, the *actual change* must be greater than or equal to the *Required Improvement*. A negative number indicates performance has declined (except in the case of the Annual Dropout Rate, where it means improvement).

Texas Projection Measure

The Texas Projection Measure (TPM) is new for 2009. After Required Improvement has been evaluated, TPM is applied.

Continuing with the sample school used in calculating Required Improvement (above), we focus on the performance of the Economically Disadvantaged students in mathematics. In this example we see that when those students who are projected to meet the TAKS standard with TPM are included, the result is 30 out of 37 students.

Performance Results	Required Improvement			2009 TPM		
	Act Chg	RI	Met RI?	Number Met STD w/TPM	Number Taking	Pct Met w/TPM
Mathematics	6	-	-	130	143	91%
Econ Disadv	9	6	Yes	30	37	81%
White	3	-	-	97	103	94%
Econ Disadv	-3	1	No	30	37	81%

The percent meeting the standard with TPM is 81%, which puts this group at the *Recognized* level.

Exceptions

Campuses or districts may also be able to “gate up” to the next higher rating, even after being evaluated under Required Improvement and TPM, as long as they qualify for the Exceptions Provision. Exceptions can only be used for the TAKS indicator.

In this example, the campus was evaluated on 12 assessment measures, and is therefore allowed up to 3 exceptions to move from *Academically Acceptable* to *Recognized*. (Note that only one exception is allowed to move from *Recognized* to *Exemplary*, regardless of the number of measures evaluated.)

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2008?	Exceptions Applied
12	3	1	Yes	No	Science - Economically Disadvantaged

After applying both Required Improvement and TPM, assume one TAKS measure is at the *Academically Acceptable* level. If *Pct Met Std* for that measure meets the floor, and if an exception was not used for this measure in 2008, the campus can use one of the 3 exceptions allowed.

The exception is applied and the campus is rated *Recognized*.

Status by Measure

Another new feature for 2009, the *Status by Measure*, shows the status of each evaluated TAKS measure, beginning with Met Standard, then after applying Required Improvement, TPM, and Exceptions.

The *** *Summary* column shows the status of each measure after RI, TPM, EXCP are applied.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2009				2008				Required Improvement			2009 TPM			Status by Measure				
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?	Number Met STD w/TPM	Number Taking	Pct Met w/TPM	Std	RI	TPM	EXCP	***
Reading/ELA (70%/75%/90%)																			
X All Students	335	500	67%	100%	332	502	66%	Yes	1	2	No	410	500	82%	AU	AU	AA	-	AA
X African Amer	243	347	70%	69%	232	348	67%	Yes	3	4	No	294	347	85%	AA	AA	RE	-	RE
X Hispanic	90	150	60%	30%	100	152	66%	Yes	-6	2	No	113	150	75%	AU	AU	AA	-	AA
White	0	0	-	0%	0	0	-	-	-	-	-	0	0	-	-	-	-	-	-
X Econ Disadv	254	384	66%	77%	169	254	67%	Yes	-1	2	No	314	384	82%	AU	AU	AA	-	AA

In this example, performance is below the 70% *Academically Acceptable* standard, so Status by Measure shows *AU* under the STD column.

After application of RI, the status for these measures is unchanged. Status by Measure shows *AU* under the RI column.

With TPM, the outcomes improve to *Academically Acceptable* for one, and to *Recognized* for two. However, those two measures are held to *Academically Acceptable*, since they began at *AU*, and the additional features may elevate the rating one level only.

ADDITIONAL INFORMATION ON DATA TABLES

The sample shown is of a *preview* data table. These will be made available to districts on the TEASE website in mid-July. Data tables with rating labels will be released on July 31, 2009.

When applicable, messages appear on the data tables to help explain the rating or the data shown. The preview data tables will include messages regarding the following:

- *Pairing.* Any standard campus with enrollment within grades 1-12, but no students tested on TAKS will be paired for accountability. A message will indicate the campus with which it is paired.
- *Special Analysis.* Campuses and districts with small numbers of total students tested may be subjected to Special Analysis to determine the rating. A message will state if Special Analysis was used. This message does not necessarily mean a rating will be changed from the outcome indicated by the data. See *Chapter 6 – Special Issues and Circumstances* for details.

The following are additional items not present on the preview that will be added to the data tables on July 31st or to the updated tables released in October.

- *Accountability Ratings.* (A list of possible rating labels is shown in *Table 5* in this chapter.)
- *Additional Messages.* These messages appear in the top section of the data table when applicable:
 - Rating Change due to Appeal. (*campus or district*)
 - Rating is not based on data shown in the table. (*campus or district*)
 - District rating limited to *Academically Acceptable* due to having one or more *Academically Unacceptable* campuses. (*district only*)
 - District rating limited to *Academically Acceptable* due to exceeding threshold for underreported students. (*district only*)
 - Rating changed after [date] due to Data Integrity Issues. (*campus or district*)
 - Special Analysis used. Exception applied for [subject - student group] (*campus or district*)
 - Rating is not based on data shown in the table (Hurricane Ike provision used). (*campus or district*)

MASKED DATA

Performance posted to the public website is masked when there are fewer than five students in the denominator of the measure. Additionally, all performance at or near 0% or 100% is masked. It is necessary to mask data that potentially reveals the performance of every student to be in compliance with the *Family Educational Rights and Privacy Act* (FERPA).

SYSTEM SUMMARY

The following tables summarize the 2009 system. *Table 7* provides an overview of the requirements for each rating level. A district or campus must meet the criteria for every applicable measure to be rated *Exemplary*, *Recognized*, or *Academically Acceptable*; otherwise the next lower rating is assigned.

To receive a rating of *Recognized* or *Exemplary*, districts can have no *Academically Unacceptable* campuses. In addition, *Recognized* and *Exemplary* districts must not have excessive underreported students. See *Chapter 3* for details.

Table 8 is a single-page overview that provides details of the 2009 system, with the base indicators listed as columns. For each of the indicators, users can see brief definitions, the rounding methodology, the accountability subset methodology, the standards, minimum size criteria, subjects and student groups used, application of Required Improvement, the Texas Projection Measure and the Exceptions Provision.

Table 7: Requirements for Each Rating Category

	Academically Acceptable	Recognized	Exemplary
Base Indicators			
TAKS (2008-09)* • All students <i>and each student group meeting minimum size:</i> • African American • Hispanic • White • Econ. Disadv. <i>* TAKS (Accommodated) included for some grades and subjects. See Table 3.</i>	Meets each standard: • Reading/ELA ... 70% • Writing 70% • Social Studies.. 70% • Mathematics 55% • Science 50% OR Meets Required Improvement OR Meets standard with TPM	Meets 75% standard for each subject OR Meets 70% floor and Required Improvement OR Meets standard with TPM	Meets 90% standard for each subject OR Meets standard with TPM
Completion Rate I (Class of 2008) • All students <i>and each student group meeting minimum size:</i> • African American • Hispanic • White • Econ. Disadv.	Meets 75.0% standard OR Meets Required Improvement	Meets 85.0% standard OR Meets floor of 75.0% and Required Improvement	Meets 95.0% standard
Annual Dropout Rate (2007-08) • All students <i>and each student group meeting minimum size:</i> • African American • Hispanic • White • Econ. Disadv.	Meets 2.0% standard OR Meets Required Improvement	Meets 2.0% standard OR Meets Required Improvement	Meets 2.0% standard OR Meets Required Improvement
Additional Provisions			
Exceptions <i>(See Chapter 3 for more details.)</i>	May be applied if district/campus would be <i>AU</i> due to not meeting <i>AA</i> criteria.	May be applied if district/campus would be <i>AA</i> due to not meeting <i>Recognized</i> criteria.	May be applied if district/campus would be <i>Recognized</i> due to not meeting <i>Exemplary</i> criteria.
Check for Academically Unacceptable Campuses (District only)	Does not apply to <i>Academically Acceptable</i> districts.	A district with a campus rated <i>Academically Unacceptable</i> cannot be rated <i>Recognized</i> .	A district with a campus rated <i>Academically Unacceptable</i> cannot be rated <i>Exemplary</i> .
Check for Underreported Students (District only)	Does not apply to <i>Academically Acceptable</i> districts.	A district that underreports more than 150 students or more than 5.0% of its prior year students cannot be rated <i>Recognized</i> .	A district that underreports more than 150 students or more than 5.0% of its prior year students cannot be rated <i>Exemplary</i> .
Hurricane Ike	For eligible districts and campuses, if the 2009 rating is <i>AU</i> or lower than the rating received in 2008, the campus or district will be rated <i>Not Rated: Other</i> .		n/a

Table 8: Overview of 2009 System Components

	TAKS	TAKS (Accommodated)	Completion Rate I	Dropout Rate	
Definition	Results (gr. 3-11) summed across grades by subject. ELA & reading results are combined. Cumulative results used for first two administrations of gr. 3, 5, & 8 reading; gr. 5 & 8 math.	Included in TAKS for selected subjects and grades. See "Subjects" below.	Grads & continuers expressed as a % of total students in the class.	Gr. 7 and 8 dropouts as a % of students who were in attendance any time during the prior school year.	
Rounding	Whole Numbers		One Decimal		
Standards	Exemplary:..... All Subjects..... ≥ 90% Recognized:..... All Subjects..... ≥ 75% Acceptable:..... Reading/ELA/Writ/Soc St.... ≥ 70% Mathematics ≥ 55% Science..... ≥ 50%		EX: ≥ 95.0% RE: ≥ 85.0% AA: ≥ 75.0%	EX: ≤ 2.0% RE: ≤ 2.0% AA: ≤ 2.0%	
Mobility Adjustment (Accountability Subset)	District ratings: results for students enrolled in the district in the fall and tested in the same district. Campus ratings: results for students enrolled in the campus in the fall and tested in the same campus.		None		
Subjects	Reading/ELAgr. 3-11 Writing.....gr. 4, 7 Mathematicsgr. 3-11 Social Studies.....gr. 8, 10, 11 Science.....gr. 5, 8, 10, 11	ELAgr. 11 WritingN/A Mathematics.....gr. 11 Social Studiesgr. 8, 10, 11 Sciencegr. 5, 8, 10, 11	N/A		
Student Groups	All & Student Grps: African American Hispanic White Econ. Disadv.		All & Student Grps: African American Hispanic White Econ. Disadv.		
Minimum Size Criteria for All Students	No minimum size requirement—special analysis for small numbers		≥ 5 dropouts AND ≥ 10 students		
Minimum Size Criteria for Groups	30/10%/50		≥ 5 dropouts AND 30/10%/50		
Required Improvement (RI)					
Actual Chg	2009 minus 2008 performance		Class of 2008 rate minus Class of 2007 rate	2007-08 rate minus 2006-07 rate	
RI	Gain needed to reach standard in 2 years				
Use	As a gate up to Academically Acceptable or Recognized				
Floor	≥ 70% for Recognized, no floor for Academically Acceptable		≥ 75.0% for Recognized	No floor	
Minimum Size	Meets minimum size in current year and has ≥ 10 students tested in prior year		Meets min. size current year and has ≥ 10 in prior year class.	Meets min. size current year and has ≥ 10 7 th – 8 th grade students the prior year.	
TPM Applies to TAKS measures only			TPM is Not Applicable to Completion Rate or Dropout Rate		
Definition	Estimate of whether a student is likely to pass a TAKS test in a future grade. "% Passing w/ TPM" includes those projected to pass as passers.				
Subjects	All except: gr. 7 Writ; gr. 11 All Subjects, gr. 8 Science (until 2010)				
Use	As a gate up to Acceptable, Recognized, or Exemplary				
Exceptions Applies to TAKS measures only			Exceptions are Not Applicable to Completion Rate or Dropout Rate		
Use	As a gate up to Acceptable, Recognized, or Exemplary				
Floor	Academically Acceptable	Recognized			Exemplary
R/W/SS	65%	70%			85%
M/Sc	50% / 45%	70%			85%
Number of Exceptions Allowed	1 – 4 measures evaluated 0 allowed 5 – 8 measures evaluated 1 allowed 9 – 11 measures evaluated 2 allowed 12 – 15 measures evaluated 3 allowed 16+ measures evaluated 4 allowed	If 10 or more measures, one exception allowed			

Chapter 5 – Gold Performance Acknowledgments

The Gold Performance Acknowledgment (GPA) system acknowledges districts and campuses for high performance on indicators other than those used to determine accountability ratings. These indicators are in statute (*Texas Education Code*) or determined by the Commissioner of Education. Acknowledgment is given for high performance on:

- Advanced Course/Dual Enrollment Completion
- Advanced Placement/International Baccalaureate Results
- Attendance Rate
- College-Ready Graduates
- Commended Performance: Reading/English Language Arts
- Commended Performance: Mathematics
- Commended Performance: Writing
- Commended Performance: Science
- Commended Performance: Social Studies
- Comparable Improvement: Reading/English Language Arts
- Comparable Improvement: Mathematics
- Recommended High School Program/Distinguished Achievement Program
- SAT/ACT Results (College Admissions Tests)
- Texas Success Initiative – Higher Education Readiness Component: English Language Arts
- Texas Success Initiative – Higher Education Readiness Component: Mathematics

Campuses and charters evaluated under alternative education accountability (AEA) procedures are eligible to earn GPAs. For details on the procedures for these campuses and charters see *Chapter 13 – AEA Gold Performance Acknowledgments*.

Acknowledgment Categories

Acknowledged. The campus or district is rated *Academically Acceptable* or higher, has results to be evaluated, and has met the acknowledgment criteria on one or more of the indicators. Acknowledgments are awarded separately on each of the 15 indicators.

Does Not Qualify. Either of the following:

- The campus or district has performance results to be evaluated but did not meet the acknowledgment criteria.
- The campus or district has performance results to be evaluated but is rated *Academically Unacceptable*. (Those that are later granted a higher rating on appeal are eligible to be evaluated and may earn acknowledgments.)

Not Applicable. Any of the following:

- The campus or district does not have results to be evaluated for the acknowledgment.
- The campus or district is labeled *Not Rated: Other* (for example, campuses that only serve students in Pre-K/K, or campuses not rated due to insufficient data).
- The campus or district is labeled *Not Rated: Data Integrity Issues*.
- The campus is paired. Campuses are not awarded acknowledgments for indicators that use paired data. Paired campuses may be acknowledged on their non-paired indicators.

Table 9: Gold Performance Acknowledgment Standards for 2009

Indicator	Description	Standard (changes for 2009 in bold)	Year of Data
Advanced Course/Dual Enrollment Completion	Percent of 9 th –12 th graders completing and receiving credit for at least one Advanced/Dual Enrollment Course	30.0% or more**	2007-08
AP / IB Results	Percent of 11 th and 12 th graders taking at least one AP or IB examination AND	15.0% or more AND	2007-08
	Percent of 11 th and 12 th grade examinees scoring at or above the criterion on at least one examination (3 and above for AP; 4 and above for IB)	50.0% or more*	
Attendance Rate	Attendance Rate for students in grades 1-12, the total number of days present divided by the total number of days in membership	District: 96.0%** Multi-Level: 96.0%** High School: 95.0%** Middle/Jr High: 96.0%** Elementary: 97.0%**	2007-08
College-Ready Graduates (New)	Number of graduates who scored at or above the college-ready criteria on both ELA and mathematics, divided by the number of graduates with results in both subjects to evaluate.	35% or more**	Class of 2008
Commended Performance: Reading/ELA	Percent of examinees scoring at or above the TAKS commended performance standard (scale score of 2400 with a 2 or higher on the essay)	30% or more**	Spring 2009
Commended Performance: Mathematics	Percent of examinees scoring at or above the TAKS commended performance standard (scale score of 2400)	30% or more**	Spring 2009
Commended Performance: Writing	Percent of examinees scoring at or above the TAKS commended performance standard (scale score of 2400 with a 3 or higher on the essay)	30% or more**	Spring 2009
Commended Performance: Science	Percent of examinees scoring at or above the TAKS commended performance standard (scale score of 2400)	30% or more**	Spring 2009
Commended Performance: Social Studies	Percent of examinees scoring at or above the TAKS commended performance standard (scale score of 2400)	30% or more**	Spring 2009
Comparable Improvement: Reading/ELA	Average Texas Growth Index (TGI) in TAKS Reading/ELA	Top Quartile (top 25%)***	Spring 2009
Comparable Improvement: Mathematics	Average Texas Growth Index (TGI) in TAKS Mathematics	Top Quartile (top 25%)***	Spring 2009
Recommended High School Program/DAP	Percent of graduates meeting or exceeding requirements for the RHSP/Distinguished Achievement Program	85.0% or more**	Class of 2008
SAT/ACT Results	Percent of graduates taking either the SAT or ACT AND	At least 70.0% of graduates AND	Class of 2008
	Percent of examinees scoring at or above the criterion score (SAT 1110; ACT Composite 24)	40.0% or more at or above criterion*	
TSI - Higher Education Readiness Component: English Language Arts	Percent of grade 11 examinees with a scale score of 2200 or more and a score of 3 or higher on the essay	60% or more**	Spring 2009
TSI - Higher Education Readiness Component: Mathematics	Percent of grade 11 examinees with a scale score of 2200 or more	60% or more**	Spring 2009

* Indicator evaluates performance for All Students & the following student groups: African American, Hispanic, and White. Economically Disadvantaged status is not available from the testing results.

** Indicator evaluates performance for All Students & the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

*** Acknowledgment for Comparable Improvement is available to campuses only. It is evaluated for All Students only.

Acknowledgment Indicators

ADVANCED COURSE/DUAL ENROLLMENT COMPLETION

This indicator is based on a count of students who complete and receive credit for at least one advanced course in grades 9-12. Advanced courses include dual enrollment courses. Dual enrollment courses are those for which a student gets both high school and college credit. See *Appendix D – Data Sources* for a link to a list of advanced courses.

Who is eligible: Districts and campuses with grades 9, 10, 11, and/or 12 that have a rating of *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, at least 30.0% of the 2007-08 students in grades 9 through 12 must receive credit for at least one advanced course.

Student Groups: Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{number of students in grades 9 through 12 who received credit for at least one advanced course}}{\text{number of students in grades 9 through 12 who completed at least one course}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of students. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 students in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

Year of Data: 2007-08

Data Source: PEIMS submission 3 (June 2008)

Other Information:

- *Special Education.* Performance of students served by special education is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 24.879% is rounded to 24.9%, not 25.0%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

ADVANCED PLACEMENT/INTERNATIONAL BACCALAUREATE RESULTS

This refers to the results of the College Board Advanced Placement (AP) examinations and the International Baccalaureate (IB) examinations taken by Texas public school students in a given school year. High school students may take these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

Who is eligible: Districts and campuses with grades 11 and/or 12 that have a rating of *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, the campus or district must meet both a participation and a performance standard. It must:

- have 15.0% or more of its non-special education 11th and 12th graders taking at least one AP or IB examination; *and* of those tested,
- have 50.0% or more scoring at or above the criterion score on at least one examination.

Student Groups: Performance is evaluated for All Students and the following student groups: African American, Hispanic, and White.

Methodology:

Participation:

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders taking at least one AP or IB examination}}{\text{total non-special education students enrolled in 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grades}}$$

and

Performance:

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders with at least one score at or above the criterion score}}{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders with at least one AP or IB examination}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of test takers or number of non-special education students enrolled in the 11th and 12th grades. To be included in the evaluation for GPA, a student group must have:

- in the numerator of the participation measure: at least 10 test takers; and,
- in the denominator of the participation measure: at least 30 non-special education 11th and 12th graders;
 - if there are 30 to 49 students and the student group comprises at least 10% of All Students, it is evaluated; or
 - if the student group has at least 50 students, it is evaluated.

Year of Data: 2007-08

Data Source: The College Board; The International Baccalaureate Organization; and PEIMS submission 1 (October 2007)

Other Information:

- *Criterion Score.* The criterion score is 3 or above on Advanced Placement tests and 4 or above on International Baccalaureate examinations.
- *Special Education.* For *participation*, 11th and 12th graders served by special education who take an AP or IB examination are included in the numerator, but not the denominator. This may have a slight positive effect on the percent reported.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 49.877% is rounded to 49.9%, not 50.0%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

ATTENDANCE RATE

Attendance rates are based on student attendance for the entire school year for students in grades 1-12.

Who is eligible: Districts and campuses whose grade span is within grades 1-12 and have a rating of *Academically Acceptable* or higher.

Standard: (Variable)

- District/Multi-Level campuses.... At least 96.0%
- Middle School/Junior High At least 96.0%
- High School At least 95.0%
- Elementary At least 97.0%

Student Groups: Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{total number of days students in grades 1-12 were present in 2007-08}}{\text{total number of days students in grades 1-12 were in membership in 2007-08}}$$

Minimum Size Requirements: For attendance, the minimum size is based on total days in membership rather than individual student counts. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 5,400 total days in membership (30 students x 180 school days) for the student group, it is not evaluated separately.
- If there are 5,400 to 8,999 total days in membership and the student group comprises at least 10% of All Students total days in membership, it is evaluated.
- If there are at least 9,000 total days in membership (50 students x 180 school days) for the student group, it is evaluated.

Year of Data: 2007-08

Data Source: PEIMS submission 3 (June 2008)

Other Information:

- *Campus Type.* The campus type (elementary, high school, etc.) is assigned using the low and high grades taught as determined from the 2008-09 PEIMS submission 1 enrollment records. Multi-level campuses are those that provide instruction in both the elementary and secondary grade level categories. Examples are K-12, K-8, and 6-12 campuses.
- *Time Span.* Attendance for the entire school year is used.
- *Special Education.* This measure includes students served by special education.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 95.877% is rounded to 95.9%, not 96.0%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

COLLEGE-READY GRADUATES

A new GPA indicator, College-Ready Graduates, has been added to the GPA system for the 2009 rating cycle. To be considered college-ready as defined by this indicator, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test. This indicator has been reported on the AEIS reports since 2006-07. As a GPA indicator, it will be evaluated only for performance on both ELA and mathematics combined.

Who is eligible: Districts and campuses with graduates in the class of 2008 that have a rating of *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, at least 35% of the class of 2008 graduates must have scored at or above the college-ready criteria for both ELA and mathematics.

Student Groups: Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{number of graduates who scored at or above the college-ready criteria on both ELA \& mathematics}}{\text{number of graduates (class of 2008) with results in both subjects to evaluate}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

Year of Data: Class of 2008

Data Source: Pearson; the College Board; ACT Inc.; and PEIMS submission 1 (October 2008)

Other Information:

- *Criteria Scores.* The table below details the criteria scores by subject that must be met for a graduate to be considered college-ready on this indicator.

Subject	Exit-Level TAKS		SAT		ACT
ELA	≥ 2200 scale score AND a “3” or higher on essay	OR	≥ 500 on Critical Reading AND ≥ 1070 Total*	OR	≥ 19 on English AND ≥ 23 Composite
Mathematics	≥ 2200 scale score	OR	≥ 500 on Mathematics AND ≥ 1070 Total*	OR	≥ 19 on Mathematics AND ≥ 23 Composite

* “Total” is the sum of Critical Reading and Mathematics. It does not include Writing.

- *TAKS (Accommodated).* Grade 11 students who take the TAKS (Accommodated) ELA test or the TAKS (Accommodated) mathematics test are included in this indicator.

- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on College-Ready Graduates.
- *Special Education.* Performance of students served by special education who took the TAKS, or TAKS (Accommodated) in grade 11, is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 34.877% is rounded to 35%. Student group percents (minimum size requirements) are also rounded to whole numbers.

COMMENDED PERFORMANCE: READING/ELA

TAKS Commended Performance is the highest performance level set by the State Board of Education on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

Who is eligible: Districts and campuses that test students on TAKS reading (grades 3, 4, 5, 6, 7, 8, & 9) or English language arts (grades 10 & 11) and have a rating of *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, the campus or district must have 30% or more of its examinees scoring at or above the Commended Performance standard.

Student Groups: Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{number of examinees achieving } \textit{Commended Performance} \text{ on reading or ELA}}{\text{total number of examinees in reading or ELA}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

Year of Data: 2008-09

Data Source: Pearson

Other Information:

- *Scale Score.* For reading, Commended Performance is a scale score of 2400 or more. For ELA, a scale score of 2400 or more with a score of 2 or higher on the essay is required to be commended.
- *Student Success Initiative.* Students who meet the Commended Performance standard in either the March or April administrations of TAKS reading for grades 3, 5, and 8 are included.

- *TAKS (Accommodated)*. Grade 11 students who take the TAKS (Accommodated) ELA test are included in this indicator.
- *Mobility*. Students who move between campuses after October 31, 2008 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 31, 2008 and before the date of testing are not included in the evaluation of districts. See *Table 4 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing*. Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on Commended Performance.
- *Special Education*. Performance of students served by special education who took the TAKS, or TAKS (Accommodated) in grade 11, is included in this measure.
- *Rounding*. All calculations are expressed as a percent, rounded to whole numbers. For example, 24.877% is rounded to 25%. Student group percents (minimum size requirements) are also rounded to whole numbers.

COMMENDED PERFORMANCE: MATHEMATICS

TAKS Commended Performance is the highest performance level set by the State Board of Education on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

Who is eligible: Districts and campuses that test students on TAKS mathematics (grades 3, 4, 5, 6, 7, 8, 9, 10, & 11) and have a rating of *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, the campus or district must have 30% or more of its examinees scoring at or above the Commended Performance standard.

Student Groups: Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{number of examinees achieving } \textit{Commended Performance} \text{ on mathematics}}{\text{total number of examinees in mathematics}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

Year of Data: 2008-09

Data Source: Pearson

Other Information:

- *Scale Score*. Commended Performance is a scale score of 2400 or more on the TAKS.

- *Student Success Initiative.* Students who meet the Commended Performance standard in either the April or May administrations of TAKS mathematics for grades 5 and 8 are included.
- *TAKS (Accommodated).* Grade 11 students who take the TAKS (Accommodated) mathematics test are included in this indicator.
- *Mobility.* Students who move between campuses after October 31, 2008 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 31, 2008 and before the date of testing are not included in the evaluation of districts. See *Table 4 – Accountability Subset in Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on Commended Performance.
- *Special Education.* Performance of students served by special education who took the TAKS, or TAKS (Accommodated) in grade 11, is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 24.877% is rounded to 25%. Student group percents (minimum size requirements) are also rounded to whole numbers.

COMMENDED PERFORMANCE: WRITING

TAKS Commended Performance is the highest performance level set by the State Board of Education on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

Who is eligible: Districts and campuses that test students on TAKS writing (grades 4 & 7) and have a rating of *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, the campus or district must have 30% or more of its examinees scoring at or above the Commended Performance standard.

Student Groups: Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{number of examinees achieving } \textit{Commended Performance} \text{ on writing}}{\text{total number of examinees in writing}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

Year of Data: 2008-09

Data Source: Pearson

Other Information:

- *Scale Score.* Commended Performance is a scale score of 2400 or more with a score of 3 or higher on the essay.
- *Mobility.* Students who move between campuses after October 31, 2008 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 31, 2008 and before the date of testing are not included in the evaluation of districts. See *Table 4 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on Commended Performance.
- *Special Education.* Performance of students served by special education who took the TAKS is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 24.877% is rounded to 25%. Student group percents (minimum size requirements) are also rounded to whole numbers.

COMMENDED PERFORMANCE: SCIENCE

TAKS Commended Performance is the highest performance level set by the State Board of Education on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

Who is eligible: Districts and campuses that test students on TAKS science (grades 5, 8, 10, & 11) and have a rating of *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, the campus or district must have 30% or more of its examinees scoring at or above the Commended Performance standard.

Student Groups: Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{number of examinees achieving } \textit{Commended Performance} \text{ on science}}{\text{total number of examinees in science}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

Year of Data: 2008-09

Data Source: Pearson

Other Information:

- *Scale Score.* Commended Performance is a scale score of 2400 or more on the TAKS.
- *TAKS (Accommodated).* Grade 5, 8, 10 and 11 students who take the TAKS (Accommodated) science test (including grade 5 Spanish) are included in this indicator.
- *Mobility.* Students who move between campuses after October 31, 2008 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 31, 2008 and before the date of testing are not included in the evaluation of districts. See *Table 4 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on Commended Performance.
- *Special Education.* Performance of students served by special education who took the TAKS or TAKS (Accommodated) is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 24.877% is rounded to 25%. Student group percents (minimum size requirements) are also rounded to whole numbers.

COMMENDED PERFORMANCE: SOCIAL STUDIES

TAKS Commended Performance is the highest performance level set by the State Board of Education on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

Who is eligible: Districts and campuses that test students on TAKS social studies (grades 8, 10, & 11) and have a rating of *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, the campus or district must have 30% or more of its examinees scoring at or above the Commended Performance standard.

Student Groups: Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{number of examinees achieving } \textit{Commended Performance} \text{ on social studies}}{\text{total number of examinees in social studies}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

Year of Data: 2008-09

Data Source: Pearson

Other Information:

- *Scale Score.* Commended Performance is a scale score of 2400 or more on the TAKS.
- *TAKS (Accommodated).* Grade 8, 10, & 11 students who take the TAKS (Accommodated) social studies test are included in this indicator.
- *Mobility.* Students who move between campuses after October 31, 2008 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 31, 2008 and before the date of testing are not included in the evaluation of districts. See *Table 4 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on Commended Performance.
- *Special Education.* Performance of students served by special education who took the TAKS or TAKS (Accommodated) is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 24.877% is rounded to 25%. Student group percents (minimum size requirements) are also rounded to whole numbers.

COMPARABLE IMPROVEMENT: READING/ELA

Comparable Improvement (CI) is a measure that calculates how student performance on the TAKS test has changed (or grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school.

Who is eligible: Campuses that test students on TAKS reading or English language arts in grades 4 - 11 and have a rating of *Academically Acceptable* or higher. Districts are not eligible because CI is not calculated at the district level.

Standard: For acknowledgment on this indicator, the campus must have an average Texas Growth Index (TGI) within the top quartile (the top 25%) of their 40-member campus comparison group for reading/ELA.

Student Groups: Performance is evaluated for All Students only.

Methodology: First, determine the campus's average Texas Growth Index:

$$\frac{\text{sum of matched student TGI values for reading/ELA}}{\text{total number of matched students in reading/ELA}}$$

Then, determine which quartile the campus is in within its 40-member campus comparison group. See *Appendix E – Texas Growth Index and Texas Projection Measure* and *Appendix F – Campus Comparison Group* for a complete explanation of the methodology for this measure.

Minimum Size Requirements: Students must be matched to the spring 2008 TAKS administration—anywhere in the state—to find their prior year scale score for reading or ELA. Any campus with fewer than 10 matched students for a subject will not be assigned a quartile position.

Year of Data: 2009 and 2008 (Spring TAKS Administrations)

Data Source: Pearson

Other Information:

- *Grade 3.* Growth is not calculated for third grade test takers since that is their first TAKS test. For this reason, campuses with a high grade of 3 are not eligible for acknowledgment on CI.
- *Student Success Initiative.*
 - For grade 5 and grade 8 students who take TAKS reading in both March and April, the performance used is the score they achieved in the March administration. That student will be matched to their single grade 4 or grade 7 administration from 2008 to determine their TGI.
 - For grade 4 students who—as third graders in 2008—took TAKS reading in both March and April 2008, the TGI is determined by matching the score they achieved on their single grade 4 administration from 2009 to the score they achieved on their March administration in 2008. The same methodology applies to grade 6 students tested as grade 5 students in 2008.
- *TAKS (Accommodated).* Like other TAKS-based indicators, grade 11 students who take the TAKS (Accommodated) ELA test are included in the calculations for this indicator.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on CI.
- *Special Education.* Performance of students served by special education who took the TAKS is included in this measure.
- *Rounding.* All TGI calculations are rounded to two decimal points. For example, 1.877 is rounded to 1.88, not 2. Demographic values for the 40 members of the comparison group are rounded to one decimal point. For example, 69.877% is rounded to 69.9%. Average scale scores are rounded to whole numbers. For example, 2243.44 is rounded to 2243.

COMPARABLE IMPROVEMENT: MATHEMATICS

Comparable Improvement (CI) is a measure that calculates how student performance on the TAKS test has changed (or grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school.

Who is eligible: Campuses that test students on TAKS mathematics in grades 4 – 11 and have a rating of *Academically Acceptable* or higher. Districts are not eligible because CI is not calculated at the district level.

Standard: For acknowledgment on this indicator, the campus must have an average Texas Growth Index (TGI) within the top quartile (the top 25%) of their 40-member campus comparison group for mathematics.

Student Groups: Performance is evaluated for All Students only.

Methodology: First, determine the campus's average Texas Growth Index:

$$\frac{\text{sum of matched student TGI values for mathematics}}{\text{total number of matched students in mathematics}}$$

Then determine which quartile the campus is in within its 40-member campus comparison group. See *Appendix E – Texas Growth Index and Texas Projection Measure* and *Appendix F – Campus Comparison Group* for a complete explanation of the methodology for this measure.

Minimum Size Requirements: Students must be matched to the spring 2008 TAKS administration—anywhere in the state—to find their prior year scale score for mathematics. Any campus with fewer than 10 matched students for a subject will not be assigned a quartile position.

Year of Data: 2009 and 2008 (Spring TAKS Administrations)

Data Source: Pearson

Other Information:

- *Grade 3.* Growth is not calculated for third grade test takers since that is their first TAKS test. For this reason, campuses with a high grade of 3 are not eligible for acknowledgment on CI.
- *Student Success Initiative.* For grade 5 and grade 8 students who take TAKS mathematics in both April and May, the performance used is the score they achieved in the April administration. That student will be matched to their single grade 4 or grade 7 administration from 2008 to determine their TGI.
- *TAKS (Accommodated).* Like other TAKS-based indicators, grade 11 students who take the TAKS (Accommodated) mathematics test are included in the calculations for this indicator.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on CI.
- *Special Education.* Performance of students served by special education who took the TAKS is included in this measure.
- *Rounding.* All TGI calculations are rounded to two decimal points. For example, 1.877 is rounded to 1.88, not 2. Demographic values for the 40 members of the comparison group are rounded to one decimal point. For example, 69.877% is rounded to 69.9%. Average scale scores are rounded to whole numbers. For example, 2243.44 is rounded to 2243.

RECOMMENDED HIGH SCHOOL PROGRAM/DAP

This indicator shows the percent of graduates who were reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program.

Who is eligible: Districts and campuses that have graduates and that are rated *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, 85.0% of all 2008 graduates reported must meet or exceed the requirements for the Recommended High School Program or Distinguished Achievement Program.

Student Groups: Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{number of graduates reported with graduation codes for} \\ \text{Recommended High School Program or Distinguished Achievement Program}}{\text{number of graduates}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of graduates. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 graduates in the student group, it is not evaluated separately.
- If there are 30 to 49 graduates within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

Year of Data: Class of 2008

Data Source: PEIMS submission 1 (October 2008)

Other Information:

- *Special Education.* This measure includes graduates served by special education.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 79.877% is rounded to 79.9%, not 80.0%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

SAT/ACT RESULTS

This indicator shows the performance and participation on two college admissions tests: the College Board's SAT Reasoning Test and ACT, Inc.'s ACT Assessment.

Who is eligible: Districts and campuses that have graduates and that are rated *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, the campus or district must meet both a participation and a performance standard. It must:

- have 70.0% or more of the class of 2008 non-special education graduates taking either the ACT or the SAT; *and* of those examinees
- have 40.0% or more scoring at or above the criterion score on at least one examination.

Student Groups: Performance is evaluated for All Students and the following student groups: African American, Hispanic, and White.

Methodology:

Participation:

$$\frac{\text{number of graduates taking either the SAT or the ACT}}{\text{total non-special education graduates}}$$

and

Performance:

$$\frac{\text{number of examinees at or above the criterion score}}{\text{number of graduates taking either the SAT or the ACT}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of test takers or graduates. To be included in the evaluation for GPA, a student group must have:

- in the numerator of the participation measure: at least 10 test takers; and,
- in the denominator of the participation measure: at least 30 non-special education graduates;
 - if there are 30 to 49 students and the student group comprises at least 10% of All Students, it is evaluated; or
 - if the student group has at least 50 students, it is evaluated.

Year of Data: Class of 2008

Data Source: The College Board (SAT) and ACT, Inc. (ACT)

Other Information:

- *SAT Reasoning Test.* Although the SAT now includes a writing assessment, performance on writing is not used for determining GPA. The writing component is planned to be incorporated into this GPA indicator in the future.
- *Criterion.* The criterion score is 1110 on the SAT (the sum of the critical reading and mathematics scores) or 24 on the ACT (composite).
- *Most Recent Test.* Both testing companies annually provide the agency with information on the most recent test participation and performance of graduating seniors from all Texas public schools. Only one record is sent per student. If a student takes an ACT or SAT test more than once, the agency receives the record for the most recent examination taken, not necessarily the examination with the highest score.
- *Both Tests Taken.* If a student takes both the SAT and the ACT, the information is combined so that an unduplicated count of students is used. If the student scored above the criterion on either the SAT or ACT, that student is counted as having scored above the criterion.
- *Campus ID.* The student taking the test identifies the campus to which a score is attributed.
- *Special Education.* For *participation*, graduates served by special education who take the ACT or SAT are included in the numerator, but not the denominator. This may have a slight positive effect on the percent reported.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 69.877% is rounded to 69.9%, not 70.0%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

TEXAS SUCCESS INITIATIVE (TSI) – HIGHER EDUCATION READINESS COMPONENT: ELA

This indicator shows the percent of grade 11 students who are considered ready to begin college-level work, based on their performance on the TAKS exit-level examination.

Who is eligible: Districts and campuses that test grade 11 students on the exit-level TAKS ELA and have a rating of *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator the campus or district must have 60% or more of its examinees scoring at or above the TSI standard. The Texas Higher Education Coordinating Board set the standard of college readiness on the exit-level TAKS at a scale score of 2200 for ELA with a score of 3 or higher on the essay.

Student Groups: Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{number of grade 11 test takers with a scale score of 2200} \\ \text{and a score of 3 or higher on the essay of the ELA test}}{\text{total number of grade 11 students taking ELA}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

Year of Data: 2008-09

Data Source: Pearson

Other Information:

- *TAKS (Accommodated).* Grade 11 students who take the TAKS (Accommodated) ELA test are included in this indicator.
- *Mobility.* Students who move between campuses after October 31, 2008 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 31, 2008 and before the date of testing are not included in the evaluation of districts. See *Table 4 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on TSI.
- *Special Education.* Performance of students served by special education who took the TAKS or TAKS (Accommodated) is included in this measure.

- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 49.877% is rounded to 50%. Student group percents (minimum size requirements) are also rounded to whole numbers.

TEXAS SUCCESS INITIATIVE (TSI) – HIGHER EDUCATION READINESS COMPONENT: MATHEMATICS

This indicator shows the percent of grade 11 students who are considered ready to begin college-level work, based on their performance on the TAKS exit-level examination.

Who is eligible: Districts and campuses that test grade 11 students on the exit-level TAKS mathematics and have a rating of *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator the campus or district must have 60% or more of its examinees scoring at or above the TSI standard. The Texas Higher Education Coordinating Board set the standard of college readiness on the exit-level TAKS at a scale score of 2200 for mathematics.

Student Groups: Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{number of test takers with a scale score of 2200 on mathematics}}{\text{total number of grade 11 test takers in mathematics}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

Year of Data: 2008-09

Data Source: Pearson

Other Information:

- *TAKS (Accommodated).* Grade 11 students who take the TAKS (Accommodated) mathematics test are included in this indicator.
- *Mobility.* Students who move between campuses after October 31, 2008 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 31, 2008 and before the date of testing are not included in the evaluation of districts. See *Table 4 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on TSI.
- *Special Education.* Performance of students served by special education who took the TAKS or TAKS (Accommodated) is included in this measure.

- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 49.877% is rounded to 50%. Student group percents (minimum size requirements) are also rounded to whole numbers.

NOTIFICATION OF ACKNOWLEDGMENT

Notification of Gold Performance Acknowledgment will occur in late October 2009 at the same time as the 2009 ratings update that follows the resolution of all appeals. (See *Chapter 19 – Calendar* for more details.) At that time, the district lists and data tables on the TEA website will be updated to show the acknowledgments earned.

Chapter 6 – Special Issues and Circumstances

The vast majority of the standard accountability ratings can be determined through the process detailed in *Chapters 2-4: The Basics*. However, there are special circumstances that require closer examination. Accommodating all Texas campuses and districts increases the complexity of the accountability system, but it also increases the fairness of the ratings ultimately assigned. This chapter describes pairing, Special Analysis, and the treatment of non-traditional campuses and their data under the standard accountability procedures.

Pairing

IDENTIFYING CAMPUSES

All campuses serving grades 1-12 must receive an accountability rating. Beginning in 1994, campuses with no state assessment results due to grade-span served were incorporated into the accountability system by having districts choose another campus within the same district with which to pair for accountability purposes. The campuses shared assessment data. Beginning with the 2004 system, districts may also choose to pair a campus with the district and be evaluated on the district's results.

TEA determines which campuses need to be paired for any given accountability cycle after analyzing enrollment files submitted on PEIMS submission 1. All districts with campuses with enrollment in grades higher than kindergarten, and solely in grades with no TAKS data, *i.e.*, grades 1, 2, or 12, receive a request for pairing. Charters and registered alternative education campuses (AECs) are not asked to pair any of their campuses.

For campuses that are paired, only TAKS performance is shared. The paired campus is evaluated on its own non-TAKS indicator data should it have any. The campus with which it is paired does not share any dropout, completion, or Gold Performance Acknowledgment (GPA) indicator data it may have.

ADDITIONAL FEATURES

Required Improvement. Paired campuses are eligible for Required Improvement. Note, however, that Required Improvement is calculated with 2009 data based on the pairing relationships established in 2009. The 2008 data is based on the pairing relationships established in 2008. Campuses with pairing statuses that change between years may have improvement calculations that differ from the campuses they are paired with.

Exceptions. Paired campuses are eligible for exceptions, using the paired data. However, as with Required Improvement, campuses with pairing statuses that change between years may have exceptions calculations that differ from the campuses they are paired with.

GPA. Paired data are not used for GPA indicators. This means that paired campuses cannot earn GPAs for the Commended Performance, Comparable Improvement, or Texas Success Initiative (TSI) indicators. They may, however, receive GPAs for other indicators based on their own data.

PAIRING PROCESS

Districts are given the opportunity to use the same pairing relationship they used in the prior year or to select a new relationship by completing special data entry screens on the secure TEA website. In early April, districts with campuses that needed to be paired received instructions on how to access this on-line application. Pairing decisions were due by April 24, 2009.

If a district fails to inform the state, pairing decisions are made by agency staff. In the case of campuses that have been paired in the past, staff will assume that prior year pairing relationships still apply. In the case of campuses identified as needing to be paired for the first time in the 2008-09 school year, pairing selections will be made based on the guidelines given in this section in conjunction with analysis of attendance and enrollment patterns using PEIMS data.

GUIDELINES

Campuses that are paired should have a "feeder" relationship with the selected campus and the grades should be contiguous. For example, a K-2 campus should be paired with the 3-5 campus that accepts its students into 3rd grade.

Another option is to pair a campus with the district instead of with another campus. This option is suggested for cases where the campus has no clear relationship with another single campus in the district. A campus paired with the district will be evaluated using the district's TAKS results (for all grades tested in the district). Note that pairing with the district is not required in these cases. Districts have the choice of selecting another campus or selecting the district. For example, in cases where a K-2 campus feeds into several 3-5 campuses, one of the 3-5 campuses may be selected, or the district can be selected. A 12th grade center serving students from several high school campuses can select one of the high school campuses or the district may be selected. In these cases, the district should make the best choice based on local criteria.

Multiple pairings are possible: If several K-2 campuses feed the same 3-5 campus, all of the K-2 campuses may be paired with that 3-5 campus.

Districts may change pairings from year to year; however, these changes should be justifiable (*e.g.*, a change in attendance zones affecting feeder patterns).

Special Analysis

Districts and campuses with small numbers of students pose a special challenge to the accountability system. There are two types of small numbers situations. One is small numbers of students within a group, *e.g.*, few African American test-takers in science. These are handled by applying the minimum size criteria described in *Chapter 2 – The Basics: Base Indicators*. The second type is small numbers of *total* students, that is, few students tested in the All Students category.

Districts and campuses with small numbers of total students raise issues regarding the stability of the data. Special Analysis is used to ensure that ratings based on small numbers of TAKS results are appropriate. As a result of Special Analysis, a rating can remain

unchanged, be elevated, or be changed to *Not Rated*. If Special Analysis is applied, only All Students performance is examined.

IDENTIFYING CAMPUSES AND DISTRICTS

Campuses and districts that are eligible for Special Analysis fall into two categories. The first are those that have fewer than six TAKS testers in each and every subject and do not have their own leaver data of sufficient size to evaluate. These campus and district ratings are changed to *Not Rated: Other*. Beyond these that receive this automatic change, a campus or district undergoes Special Analysis if:

- the campus or district is *Academically Unacceptable* due to TAKS only, with fewer than 30 All Students tested in one or more of the *Academically Unacceptable* subject(s); *OR*
- the campus or district is limited to *Academically Acceptable* or *Recognized* due to TAKS only, and the evaluation is governed by the results of fewer than six All Students tested.

The following are examples of campuses and districts that will NOT undergo Special Analysis:

- Campuses or districts that are *Not Rated*.
- Campuses or districts that are not small (30 or more testers in all subjects).
- Campuses or districts that have few students tested in TAKS, but whose rating of *Academically Unacceptable*, *Academically Acceptable*, or *Recognized* is due to other indicators.

METHODS FOR SPECIAL ANALYSIS

Campuses or districts that undergo Special Analysis receive professional review based on analysis of all available performance data. The professional review process involves producing a summary report of the district or campus data, analyzing the data, and arriving at a consensus decision among a group of TEA staff members familiar with the standard accountability procedures. The summary report includes available indicator data for all TAKS tested years (2003, 2004, 2005, 2006, 2007, 2008, and 2009). Trends and aggregate data are reviewed. When available, results that include the Texas Projection Measure (TPM) are considered.

Because of the small numbers of test takers involved, professional review can also result in a *Not Rated* label for some campuses or districts not otherwise meeting the automatic criteria for *Not Rated*.

New Campuses

All campuses—established or new—are rated. A new campus may receive a rating of *Academically Unacceptable* in its first year of operation. This can occur even though the campus does not have prior-year data on which to calculate improvement. The management of campus identification numbers across years is a district responsibility. See *Chapter 16 – Responsibilities and Consequences* for more information regarding the possible consequences of changing campuses numbers.

Charters

Based on fall PEIMS data for the 2008-09 school year, there were 205 charter operators serving approximately 100,000 students. Most charter operators have only one campus (123 of the 205); however, about 40 percent operate multiple campuses.

By statute, charter operators are subject to most of the same federal and state laws as other public school districts, including reporting and accountability requirements. Prior to the 2004 accountability system, only the campuses operated by the charter received an accountability rating. Beginning with 2004, charters as well as the campuses they operate are rated, meaning charter operators are rated using district rating criteria based on the aggregate performance of the campuses operated by the charter. This means charter operators are also subject to the additional performance requirements applied to districts (underreported student standards and the check for *Academically Unacceptable* campuses). Because they are rated, charter operators and their campuses are eligible for *Gold Performance Acknowledgments*.

In 2009, there are some differences between the treatment of charter operators and traditional districts. These are:

- A charter operator may be rated under the alternative education accountability (AEA) procedures. This can occur in two cases: when the charter operates only registered AECs; or, when 50% or more of the charter operator's students are enrolled at registered AECs and the operator opts to be evaluated under AEA procedures.
- A charter operator may be labeled *Not Rated: Other*. This can occur in cases where the charter operator has too little or no TAKS data on which it can be evaluated.
- Charter operators are not asked to pair any of their campuses. Charters are unique in that they either have only one campus, or they have multiple campuses with no feeder relationships; therefore, pairing charter campuses is problematic.

As with non-charter campuses, a charter campus that is a registered AEC will be rated under AEA procedures.

Alternative Education Campuses

As previously stated, all campuses in the state serving grades 1–12 must receive a campus rating; however, the accountability system recognizes that some campuses offering alternative education programs may need to be evaluated under different criteria than standard campuses.

In 2009, AECs meeting certain eligibility criteria may register to be evaluated under AEA procedures. See *Part 2* of this *Manual* for all details on the AEA procedures.

Other campuses providing alternative education programs may not be registered for evaluation under AEA procedures: Either they chose not to register, did not meet the registration criteria, or did not meet the at-risk registration criterion to be registered for evaluation under AEA procedures. These campuses are evaluated under standard procedures and will be rated *Exemplary*, *Recognized*, *Academically Acceptable*, *Academically Unacceptable*, *Not Rated: Other*, or *Not Rated: Data Integrity Issues*.

Generally speaking, districts are responsible for the performance of all their students, including those who attend AECs that are registered for evaluation under AEA procedures. That is, the performance results for students who attend campuses evaluated under AEA procedures *are included* in the district's performance and *are used* in determining the district's rating and acknowledgments. However, certain state statutes mandate some exceptions to this rule. In particular, Texas Education Code (TEC) Chapter 39.073(f) and 39.072(d) stipulate that the performance of students served in certain campuses cannot be used in evaluating the district where the campus is located. Three campus types that are specifically addressed in these statutes are Residential Treatment Facility campuses, Texas Juvenile Probation Commission (TJPC) campuses, and Texas Youth Commission (TYC) campuses.

RESIDENTIAL TREATMENT FACILITIES

A district that has a privately operated residential treatment center (RTC) within its geographic boundaries is not held accountable for students who drop out if they are from outside the district and were served at the center. For dropouts reported through PEIMS with the appropriate student attribution code, TEA identifies and removes these dropouts from the serving district and campus rates. (See TEC §39.073(f).)

TEXAS JUVENILE PROBATION COMMISSION CAMPUSES

A district that has a registered pre-adjudication detention center or post-adjudication correctional facility within its geographic boundaries is not held accountable for students who drop out if they are from outside the district. For dropouts reported through PEIMS with the appropriate student attribution code, TEA identifies and removes these dropouts from the serving district and the non-TJPC campus rates. Only dropout records for students served in correctional facilities registered with the TJPC and validated by TEA are subject to this process.

In addition, any performance data (TAKS, completion, or dropout) reported on campuses designated as TJPC campuses are not included in the district results for the district where the TJPC campus is located. The TJPC campus will be rated (either under standard or AEA procedures) on the data assigned to it. The district rating is not affected by the performance data reported on these campuses. (See TEC §39.072(d) and §39.073(f).)

Furthermore, a rating of *Academically Unacceptable* on a TJPC campus does not prevent an *Exemplary* or *Recognized* district rating in the district where the TJPC campus is located. (See *Chapter 3*.)

TEXAS YOUTH COMMISSION FACILITIES WITHIN TEXAS PUBLIC SCHOOL DISTRICTS

The performance data (TAKS, completion, and dropout) reported on campuses designated and validated by TEA as TYC campuses are not included in the district results for the district where the TYC campus is located. The district's TYC campus will be rated (either under standard or AEA procedures) on the data assigned to it. The district rating is not affected by the performance data reported on these campuses. (See TEC §39.072(d).)

Furthermore, a rating of *Academically Unacceptable* on a TYC campus does not prevent an *Exemplary* or *Recognized* district rating in the district where the TYC campus is located. (See Chapter 3.)

JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAMS AND DISCIPLINARY ALTERNATIVE EDUCATION PROGRAMS

Juvenile Justice Alternative Education Programs (JJAEPs) and Disciplinary Alternative Education Programs (DAEPs) are two types of campuses that are not rated under either standard or AEA procedures.

JJAEPs. Statute prohibits the attribution of performance results to JJAEPs. For counties with a population of 125,000 or more, Texas Education Code §37.011(h) requires that a student enrolled at a JJAEP be reported as if the student were attending and being tested at his or her “sending” campus. Each district that sends students to a JJAEP is responsible for properly attributing all performance data according to the *PEIMS Data Standards* and the testing guidelines.

By statute, procedures for evaluating the educational performance of JJAEPs in large counties are the responsibility of the TJPC. In the state accountability system, campuses identified to be JJAEPs will be labeled *Not Rated: Other*. Any accountability data erroneously reported to a JJAEP campus are subject to further investigation.

DAEPs. Statutory intent prohibits the attribution of performance results to a DAEP. Each district that sends students to a DAEP is responsible for properly attributing all performance data according to the *PEIMS Data Standards* and the testing guidelines.

All campuses identified to be DAEPs will be labeled *Not Rated: Other*. Accountability data erroneously reported to a DAEP campus are subject to further investigation.

Table 10 on the following page lists various campus types discussed above and indicates whether the performance data are included or excluded from the district evaluation.

SPECIAL EDUCATION CAMPUSES

Campuses where all students are served in special education programs *and none are tested on TAKS or TAKS (Accommodated)* will be labeled *Not Rated: Other*, because they have no TAKS results on which to be evaluated. See Chapter 4 – *The Basics: Determining a Rating* for more information on the use of this rating label.

Table 10: Inclusion or Exclusion of Performance Data

Campus Type	Student-level Processing	Campus-level Processing	
	Dropouts	Dropout & Completion	TAKS
Residential Treatment Centers (RTCs)	<p>PEIMS student attribution code '09' is used to:</p> <ul style="list-style-type: none"> Remove individual dropouts from serving district results. Remove individual dropouts from serving campus results. 	<ul style="list-style-type: none"> Data remaining after student-level processing are included in the evaluation of the RTC campus. The RTC campus is included in the district results. 	<ul style="list-style-type: none"> Results are included in the evaluation of the RTC campus (accountability subset rules apply). The RTC campus is included in the district results (accountability subset rules apply).
TJPC Campuses	<p>PEIMS student attribution code '08' is used to:</p> <ul style="list-style-type: none"> Remove individual dropouts from serving district results. Remove individual dropouts from serving campus results if the campus is a regular campus. 	<ul style="list-style-type: none"> The TJPC campus is excluded from the district results. The TJPC campus is evaluated on the data it has. 	<ul style="list-style-type: none"> The TJPC campus is excluded from the district results. The TJPC campus is evaluated on the data it has.
TYC Campuses	No student-level processing occurs. No student attribution code exists for TYC facilities.	<ul style="list-style-type: none"> The TYC campus is excluded from the district results. The TYC campus is evaluated on the data it has. 	<ul style="list-style-type: none"> The TYC campus is excluded from the district results. The TYC campus is evaluated on the data it has.
JJAEPs	Dropout data is attributed to non-JJAEP campus using PEIMS attendance data or district-supplied campus of accountability. Students who cannot be attributed to a non-JJAEP campus will remain dropouts at the JJAEP campus.	No dropout or completion data should be reported to the JJAEP, but if it is mistakenly reported to the JJAEP, it will be included in the district results.	No assessment data should be reported to the JJAEP, but if it is mistakenly reported to the JJAEP, it will be included in the district results.
DAEPs	Dropout data is attributed to non-DAEP campus using PEIMS attendance data or district-supplied campus of accountability. Students who cannot be attributed to a non-DAEP campus will remain dropouts at the DAEP campus.	No dropout or completion data should be reported to the DAEP, but if it is mistakenly reported to the DAEP, it will be included in the district results.	No assessment data should be reported to the DAEP, but, if it is mistakenly reported to the DAEP, it will be included in the district results.

**The 2009 Accountability Rating System
for Texas Public Schools and School Districts**

Part 2

Alternative Education Accountability (AEA) Procedures

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Chapter 7 – Overview of AEA

ABOUT PART 2 OF THIS *MANUAL*

Part 2 of this *Manual* is a technical resource to explain the criteria and procedures applied by the Texas Education Agency (TEA) in evaluating the performance of alternative education campuses (AECs) including charters and charter campuses that:

- are dedicated to serving students at risk of dropping out of school;
- are eligible to receive an alternative education accountability (AEA) rating; and
- register annually for evaluation under AEA procedures.

Registered AECs and charters rated under AEA procedures are subject to all the terms and provisions of this *Manual*.

EDUCATOR INPUT

While it was the role of the Commissioner of Education to develop AEA procedures, the commissioner relied extensively on the detailed review, study, and advice of educators and other education stakeholders. The resulting procedures contain appropriate indicators for AECs and charters with increased rigor phased in over time.

HISTORY OF AEA

Enacted by the Texas legislature in 1993, accountability legislation mandated the creation of an accountability system for all Texas schools. This accountability system integrated the statewide curriculum; the state criterion-referenced assessment system; district and campus accountability; district and campus recognition for high performance and significant increases in performance; sanctions for poor performance; and school, district, and state reports.

A set of alternative performance measures for campuses serving at-risk students was developed in late 1994 and implemented in the 1995-96 school year. In order for a campus to qualify as alternative, it was required to serve one or more of the following student populations: students at risk of dropping out; recovered dropouts; pregnant or parenting students; adjudicated students; students with severe discipline problems; or expelled students.

For the 1995-96 school year, alternative accountability ratings were based on state-approved district proposals that included student performance indicators, current-year data, and comparisons of pre- and post-assessment results. Following a review of campus data by the local board of trustees, each district made an initial determination of the campus rating. This initial determination was then forwarded to the TEA where it was reviewed by a panel of peer reviewers who sent a recommendation to the commissioner.

From the 1995-96 to 2001-02 school years, revisions were made to the ratings criteria and procedures determined by an *ad hoc* Alternative Education Advisory Committee:

- Minimum performance levels for an *Acceptable* rating were established in 1996-97.
- Beginning in 1996-97, school districts were required to select campus-based performance indicators from a menu of state-established indicators.

- In 1997-98, TEA staff assumed responsibility for the review and analysis of campus performance data.
- In 1999-00, TEA required that the rating for each AEC be determined on three base indicators: Texas Assessment of Academic Skills (TAAS) passing rates for reading and mathematics, dropout rates, and attendance rates.
- In 1999-00, disciplinary alternative education programs (DAEPs) and juvenile justice alternative education programs (JJAEPs) were no longer permitted to register for AEA. Instead, the performance of students served in these programs was attributed to the campuses where these students would otherwise have attended.
- In 2000-01, campuses were required to serve “students at risk of dropping out of school” as defined in Texas Education Code (TEC) §29.081(d) in order to be eligible to receive an accountability rating under AEA procedures.

House Bill 6, enacted by the 77th Texas Legislature, called for a pilot program to examine issues surrounding accountability of alternative education programs. The purposes of this pilot were to analyze the existing status of AECs and to make recommendations regarding the methods of evaluating the performance of these campuses. In order to achieve these purposes, the following activities were undertaken in 2002:

- a set of surveys for principals, teachers/counselors, parents, and students at AECs was administered;
- a more detailed survey was administered and follow-up telephone calls were made to a small sample of AECs;
- an analysis of existing Public Education Information Management System (PEIMS) data was undertaken; and
- individual student data from a small sample of AECs were compiled and analyzed.

Results of the pilot program are published in the *Report on the Alternative Education Accountability Pilot* (Texas Education Agency, December 1, 2002).

While these pilot activities were conducted, the *No Child Left Behind Act of 2001* (NCLB), Public Law 107-110, was signed into law. This federal legislation was considered as part of the pilot project report. Accountability provisions of NCLB require that all campuses, including AECs, be evaluated annually for Adequate Yearly Progress (AYP).

The 2003 Educator Focus Group on Accountability made a recommendation to develop new AEA procedures for 2005 and beyond. The new AEA procedures are based on the following guidelines:

- The AEA indicators are based on data submitted through standard data submission processes such as PEIMS or by the state testing contractor.
- The AEA measures are appropriate for alternative education programs offered on AECs rather than just setting lower standards on the same measures used in the standard accountability procedures. Furthermore, these measures ensure that all students demonstrate proficiency on the state assessments in order to graduate.

- The Texas Growth Index (TGI) and other improvement indicators are evaluated as base indicators for AEC ratings.
- Additional AEA criteria are included. For example, AECs must have a minimum percentage of at-risk students (based on PEIMS data reported on current-year fall enrollment records) to be evaluated under AEA procedures.

Also, in 2003, ratings for all campuses were suspended for one year while the new Texas Assessment of Knowledge and Skills (TAKS) assessments were implemented for the first time and the new state accountability system was developed. In 2004, registered AECs received a rating of *Not Rated: Alternative Education* while new AEA procedures were developed.

In 2005, registered AECs were evaluated for the first time under the newly developed, redesigned AEA procedures.

PHILOSOPHY OF AEA

AEA procedures are based on the following principles:

- Procedures apply to AECs, not programs.
- Procedures apply to AECs and charters dedicated to serving students at risk of dropping out of school.
- Procedures apply only to those AECs that qualify and register for evaluation under AEA procedures.
- Procedures do not apply to DAEPs or JJAEPs. Statute or interpretation of statutory intent requires that DAEP and JJAEP data are attributed to the student's home campus.
- Procedures do not apply to standard campuses, even if the campus primarily serves at-risk students.

The following issues affect many components of the accountability system.

- Small numbers of test results and mobility – AECs are smaller on average than standard campuses and have high mobility rates.
- Attribution of data – High mobility also affects attribution of data and complicates evaluation of AEC data.
- Residential Facilities – Education services are provided to students in residential programs and facilities operated under contract with the Texas Youth Commission (TYC), students in detention centers and correctional facilities that are registered with the Texas Juvenile Probation Commission (TJPC), and students in private residential treatment centers.

OVERALL DESIGN OF AEA PROCEDURES

The overall design of the AEA procedures is an improvement model that allows AECs and charters to meet either an absolute performance standard or an improvement standard for each accountability measure.

The AEA procedures include these major components:

- Rating labels – *AEA: Academically Acceptable*, *AEA: Academically Unacceptable*, and *AEA: Not Rated – Other*;
- AEC registration criteria and requirements including an at-risk registration criterion;
- Base Indicators – TAKS Progress, Completion Rate II, and Annual Dropout Rate; and
- Additional Features – Required Improvement and use of district at-risk data.
- Gold Performance Acknowledgments (GPA) – AEA GPA recognize high performance on indicators other than those used to determine AEA ratings and are reported for AECs and charters rated *AEA: Academically Acceptable*.

COMPARISON OF 2008 AND 2009 AEA PROCEDURES

The AEA ratings issued in 2009 mark the fifth year of the current procedures. Many components of the 2009 system are the same as those that were in effect in 2008. However, there are several significant differences between 2008 and 2009:

- The TAKS Progress indicator standard increases by five points to 50%.
- The Texas Projection Measure (TPM) replaces the TGI at grades 3-10.
- Assessment results for students displaced due to Hurricane Ike will be removed from the TAKS Progress indicator and ratings will be adjusted in situations where Hurricane Ike caused extended school closure. A special circumstance appeal will be permitted for certain displaced students who become dropouts during the 2008-09 school year.
- The phase-in of the National Center for Education Statistics (NCES) definition of a dropout continues for the Completion Rate II indicator. Three of the years of the 2008 cohort are based on the new dropout definition.
- The standard for Completion Rate II is lowered by 10 points to 60.0%.
- The standard for Annual Dropout Rate increases by 10 points to 20.0%.
- The School Leaver Provision (SLP) is no longer available for the Annual Dropout Rate and Completion Rate II indicators.
- A new indicator is added to the AEA GPA system. The College-Ready Graduates indicator will be evaluated for both English language arts (ELA) and mathematics combined at a standard of 35%.

The following table provides details on these and other changes between the 2008 and 2009 systems. Components that are unchanged are provided as well.

Table 11: Comparison of 2008 and 2009 – AEA Procedures

Component	2008		2009	
Base Indicators for Determining Rating (Chapter 10)	<ul style="list-style-type: none"> TAKS Progress including grade 8 Science and some TAKS (Accommodated) Completion Rate II (<i>SLP</i> applies) Annual Dropout Rate for grades 7–12 (<i>SLP</i> applies) 		<ul style="list-style-type: none"> TAKS Progress including grade 8 Science and some TAKS (Accommodated) Completion Rate II (<i>SLP</i> does not apply) Annual Dropout Rate for grades 7–12 (<i>SLP</i> does not apply) 	
Rating Standards (Chapter 10)	TAKS Progress	45%	TAKS Progress	50%
	Completion Rate II	70.0%	Completion Rate II	60.0%
	Dropout	10.0%	Dropout	20.0%
TAKS Progress (Chapter 10 unless noted otherwise)				
Grades Tested	Performance results are summed across grades and subjects		No Change	
TAKS (Accommodated) Subjects & Grades Evaluated	<ul style="list-style-type: none"> ELA (grade 11) Mathematics (grade 11) Science (grades 5, 8, 10, 11; grade 5 Spanish) Social Studies (grades 8, 10, 11) 		No Change	
TPM	N/A		TAKS grade 3-10 tests meeting TPM are included in the TAKS Progress numerator.	
TGI	TAKS tests meeting TGI are included in the TAKS Progress numerator.		TAKS grade 11 tests meeting TGI are included in the TAKS Progress numerator.	
Accountability Subset	<ul style="list-style-type: none"> <i>Campus Accountability Subset</i> – AECs are accountable for TAKS results for students enrolled on the AEC on the PEIMS enrollment snapshot date and on the testing date. <i>District Accountability Subset</i> – Charters are accountable for TAKS results for students enrolled at the charter on the PEIMS enrollment snapshot date and on the testing date. 		Campus and district accountability subset rules are unchanged. However, the performance of students displaced by Hurricane Ike who are tested in Texas school districts in 2008-09 is not included in the TAKS Progress indicator used for 2009 accountability ratings. For more information, see <i>Appendix K</i> .	
Evaluation of Student Groups	All Students, African American, Hispanic, White, and Economically Disadvantaged		No Change	
Minimum Size Criteria for All Students	All Students performance is always evaluated.		No Change	
Minimum Size Criteria for Student Groups	<ul style="list-style-type: none"> 30 to 49 tests for the student group and the student group represents at least 10% of All Students tests; or at least 50 tests for the student group even if these tests represent less than 10% of All Student tests. 		No Change	
District At-Risk Data	The AEC is evaluated on performance of at-risk students in the district if the AEC does not meet the standard or demonstrate RI based on fewer than 10 tests or if the AEC has no TAKS results.		No Change	
Special Analysis	<ul style="list-style-type: none"> Special Analysis is conducted for the charter when there are fewer than 10 TAKS tests in the charter. Special Analysis is conducted for the AEC when there are fewer than 10 at-risk TAKS tests in the district/charter. 		No Change	
Hurricane Ike (Appendix K)	N/A		Charters and campuses closed for ten or more days may receive a rating of AEA: Not Rated – Other .	

Table 11: Comparison of 2008 and 2009 – AEA Procedures (continued)

Component	2008	2009
Completion Rate II (<i>Chapter 10</i> unless noted otherwise)		
Dropout Definition	Includes two years of NCES dropout definition (2005-06 and 2006-07)	Includes three years of NCES dropout definition (2005-06, 2006-07, and 2007-08)
Evaluation of Student Groups	All Students (if minimum size criteria are met); Student groups are not evaluated.	No Change
District At-Risk Data	The AEC of Choice is evaluated on Completion Rate II of at-risk students in the district if the AEC of Choice does not meet the standard or demonstrate RI or if the AEC of Choice serves students in any of grades 9-12 but does not have a Completion Rate II.	No Change
Annual Dropout Rate (<i>Chapter 10</i> unless noted otherwise)		
Evaluation of Student Groups	All Students (if minimum size criteria are met); Student groups are not evaluated.	No Change
District At-Risk Data	The AEC is evaluated on Annual Dropout Rate of at-risk students in the district if the AEC does not meet the standard or demonstrate RI.	No Change
Required Improvement (RI) and AEA GPA		
Required Improvement (<i>Chapter 11</i>)	RI is calculated for the TAKS Progress, Completion Rate II, and Annual Dropout Rate indicators when the standards are not met and when prior year minimum size requirements are met.	No Change
AEA GPA Indicators and Standards (<i>Chapter 13</i>)	<ul style="list-style-type: none"> • Advanced Course/Dual Enrollment $\geq 25.0\%$ • AP/IB Results $\geq 15\%$ and $\geq 50\%$ • Attendance Rate $\geq 95.0\%$ • Commended Performance: <ul style="list-style-type: none"> ◦ Reading/ELA $\geq 25.0\%$ ◦ Mathematics $\geq 25.0\%$ ◦ Writing $\geq 25.0\%$ ◦ Science $\geq 25\%$ ◦ Social Studies $\geq 25.0\%$ • RHSP/DAP $\geq 80.0\%$ • SAT/ACT Results $\geq 70\%$ and $\geq 40\%$ • TSI - Higher Education Readiness Component: <ul style="list-style-type: none"> ◦ ELA $\geq 55.0\%$ ◦ Mathematics $\geq 55.0\%$ 	<ul style="list-style-type: none"> • Advanced Course/Dual Enrollment $\geq 30.0\%$ • Commended Performance: <ul style="list-style-type: none"> ◦ Reading/ELA $\geq 30.0\%$ ◦ Mathematics $\geq 30.0\%$ ◦ Writing $\geq 30.0\%$ ◦ Science $\geq 30.0\%$ ◦ Social Studies $\geq 30.0\%$ • RHSP/DAP $\geq 85.0\%$ • TSI - Higher Education Readiness Component: <ul style="list-style-type: none"> ◦ ELA $\geq 60.0\%$ ◦ Mathematics $\geq 60.0\%$ • College-Ready Graduates $\geq 35\%$

Chapter 8 – AEA Registration Criteria and Requirements

Registration criteria restrict use of alternative education accountability (AEA) procedures to:

- campuses that offer nontraditional programs rather than programs within a standard campus,
- campuses that meet the at-risk registration criterion,
- charters that operate only alternative education campuses (AECs), and
- charters that meet the AEC enrollment criterion.

Alternative Education Campuses (AECs)

AECs including charter AECs must serve students “at risk of dropping out of school” as defined in Texas Education Code (TEC) §29.081(d) and provide accelerated instructional services to these students. Each AEC registered for evaluation under AEA procedures is designated as an AEC of Choice or Residential Facility.

AEC of Choice. At-risk students enroll at AECs of Choice to expedite progress toward performing at grade level and high school completion.

Residential Facility. Education services are provided to students in residential programs and facilities operated under contract with the Texas Youth Commission (TYC), students in detention centers and correctional facilities that are registered with the Texas Juvenile Probation Commission (TJPC), and students in private residential treatment centers.

In this *Manual* the terms “AEC” and “registered AEC” refer collectively to AECs of Choice and Residential Facilities that are registered for evaluation under AEA procedures and meet the at-risk registration criterion.

AEC ELIGIBILITY

AECs have the option to be rated under AEA procedures and indicators. Campuses that choose not to register are evaluated under standard accountability procedures. The performance results of students at registered AECs are included in the district’s performance and used in determining the district’s accountability rating and for acknowledgments.

The following types of campuses have the option to register for evaluation under AEA procedures:

- AEC of Choice and
- Residential Facility.

The following types of campuses are ineligible for evaluation under AEA procedures. Data for these campuses are attributed to the home campus:

- disciplinary alternative education programs (DAEPs);
- juvenile justice alternative education programs (JJAEPs); and
- stand-alone General Educational Development (GED) programs.

See *Chapter 6 – Special Issues and Circumstances* for more information on DAEPs and JJAEPs.

AEA CAMPUS REGISTRATION PROCESS

The AEA campus registration process is conducted online using the Texas Education Agency Secure Environment (TEASE) Accountability website. AECs rated under 2008 AEA procedures were re-registered automatically in 2009. An *AEA Campus Rescission Form* was required from AECs not wishing to remain registered for AEA. An *AEA Campus Registration Form* was required for each AEC not already on the list of registered AECs that wished to be evaluated under 2008-09 AEA procedures. AECs for which 2008 AEA registration was rescinded due to not meeting the at-risk registration criterion were required to submit a *2008-09 AEA Campus Registration Form* if the AEC wished to request AEA campus registration in 2009. The 2009 registration process occurred September 10 – October 31, 2008. The list of registered AECs is available on the AEA website at <http://www.tea.state.tx.us/aea>.

AEC REGISTRATION CRITERIA

Ten criteria are required for campuses to be registered for AEA. However, the requirements in criteria (6)-(10) may not apply to charter campuses (depending on the terms of the charter) or for community-based dropout recovery campuses established in accordance with TEC §29.081(e). The requirements in criterion (9) apply to Residential Facilities only if students are placed in the facility by the district.

- (1) The AEC must have its own county-district-campus (CDC) number to which Public Education Information Management System (PEIMS) data are submitted and test answer documents are coded. A program operated within or supported by another campus does not qualify.
- (2) The AEC must be identified in AskTED (Texas School Directory database) as an alternative campus.
- (3) The AEC must be dedicated to serving “students at risk of dropping out of school” as defined in TEC §29.081(d).
- (4) The AEC must operate on its own campus budget.
- (5) The AEC must offer nontraditional settings and methods of instructional delivery designed to meet the needs of the students served on the AEC.
- (6) The AEC must have an appropriately certified, full-time administrator whose primary duty is the administration of the AEC.
- (7) The AEC must have appropriately certified teachers assigned in all areas including special education, bilingual education, and/or English as a second language (ESL) to serve students eligible for such services.
- (8) The AEC must provide each student the opportunity to attend a 7-hour school day as defined in TEC §25.082(a), according to the needs of each student.
- (9) If the campus serves students with disabilities, the students must be placed at the AEC by their Admission, Review, and Dismissal (ARD) committee.

- (10) Students with disabilities must receive all services outlined in their current individualized education programs (IEPs). Limited English proficient (LEP) students must receive all services outlined by the language proficiency assessment committee (LPAC). Students with disabilities and LEP students must be served by appropriately certified teachers.

AT-RISK REGISTRATION CRITERION

An at-risk registration criterion was implemented under 2006 AEA procedures. Each registered AEC must have a minimum percentage of at-risk students enrolled on the AEC verified through current-year PEIMS fall enrollment data in order to remain registered and be evaluated under AEA procedures. The at-risk criterion began at 65% in 2006 and increased by five percentage points annually until it reached 75% in 2008, where it is expected to remain.

An at-risk registration criterion accomplishes two goals. It restricts use of AEA procedures to AECs that serve large populations of at-risk students and enhances at-risk data quality.

The following safeguards are incorporated for AECs not meeting the at-risk registration criterion.

Prior-Year PEIMS At-Risk Data Safeguard. If a registered AEC does not meet the at-risk criterion in the current year, then it remains under AEA if the AEC meets the at-risk criterion in the prior year. For example, an AEC with an at-risk enrollment below 75% in 2009 and at least 75% in 2008 remains registered in 2009.

New Campus Safeguard. If a new campus is registered for evaluation under AEA procedures, then the AEC is not required to meet the at-risk criterion in its first year of operation. This safeguard provides an accommodation for new campuses with no prior-year data.

Due to timing between AEC registration, PEIMS fall enrollment submission, and PEIMS fall data availability in the spring, the at-risk registration criterion cannot be applied until April. The 2009 AEA campus registration is rescinded for AECs not meeting the at-risk registration criterion or utilizing the safeguards. As a result, the AEC does not qualify for evaluation under AEA procedures and will receive a 2009 rating under standard accountability procedures. The AECs that shifted from AEA to standard accountability received a letter from TEA in May to notify them that the AEC would be evaluated under the standard accountability procedures.

The final list of 2009 registered AECs was posted on the TEASE Accountability and public AEA websites in May 2009. Additionally, an email was sent to all superintendents when the list was available.

The at-risk registration criterion will be evaluated annually to determine whether adjustments are necessary.

Charters

In this publication the term “charter” refers to the charter operator, not an individual charter campus. The terms “charter campus” and “charter AEC” refer to an individual campus.

CHARTERS EVALUATED UNDER AEA PROCEDURES

Under AEA and standard accountability procedures, charter ratings are based on aggregate performance of the campuses operated by the charter. Performance results of all students in the charter are included in the charter’s performance and used in determining the charter’s accountability rating and for acknowledgments.

Charters receiving ratings under AEA procedures are evaluated on the same indicators as registered AECs:

- performance on the *Texas Assessment of Knowledge and Skills (TAKS)*,
- *Completion Rate II*, and
- *Annual Dropout Rate* for grades 7–12.

Charters that operate only registered AECs. Charters that operate only registered AECs will be evaluated under AEA procedures. Charters that operate only registered Residential Facilities are not evaluated on Completion Rate II.

Charters that operate both standard campuses and registered AECs. Charters that operate both standard campuses and registered AECs have the option to be evaluated under AEA procedures if the AEC enrollment criterion described below is met. TEA contacts each charter to obtain their preference. Charters submit their preference online using the TEASE Accountability website. If a preference cannot be obtained, then the charter will be evaluated under standard accountability procedures.

Charters that operate only standard campuses. Charters that operate only standard campuses, either because the campuses choose not to register for evaluation under AEA or the campuses do not meet the at-risk registration criterion, will be evaluated under standard accountability procedures.

AEC ENROLLMENT CRITERION FOR CHARTERS

In order for a charter that operates both standard campuses and registered AECs to be eligible for evaluation under AEA procedures, the charter must meet the AEC enrollment criterion. At least 50% of the charter’s students must be enrolled at registered AECs. AEC enrollment is verified through current-year PEIMS fall enrollment data.

Charters that operate both standard campuses and registered AECs will be evaluated under standard accountability procedures if fewer than 50% of the charter’s students are enrolled at registered AECs. Charters that operate only standard campuses will be evaluated under standard accountability procedures.

Chapter 9 – Attribution of AEC Data

BACKGROUND

From 1999-00 to 2004-05, student data (attendance, completion/dropout, and performance) were attributed to alternative education campuses (AECs) registered for evaluation under alternative education accountability (AEA) procedures only when the student attended the registered AEC for 85 days or more. Under the previous AEA procedures, the AEC accountability rating was based on performance of students enrolled on the campus for 85 days or more. The 85-day rule was implemented before the campus accountability subset was incorporated in the state accountability system.

In 2004, the campus accountability subset was applied for the first time in the state accountability system. Under the campus accountability subset, only test results for students enrolled on the same campus on the Public Education Information Management System (PEIMS) enrollment snapshot date (the last Friday in October) and on the testing date are included in the campus performance measure.

In 2005, both the campus accountability subset and the 85-day rule were applied. AECs evaluated under AEA procedures were accountable for test results for students enrolled on the AEC on the PEIMS enrollment snapshot date and on the testing date if the student had been enrolled on the AEC for 85 days or more. Campus accountability subset does not apply to exit-level retests. 2003-04 leaver data were attributed to the AEC if the student had been enrolled on the AEC for 85 days or more and the AEC was registered for evaluation under AEA procedures in 2004.

For data collected through PEIMS, attribution of attendance and leaver records to the home campus was automated for most students based on attendance data reported for the student. A CAMPUS-ID-OF-ACCOUNTABILITY data element was required when a student's only campus of enrollment was a registered AEC that the student attended for less than 85 days, and/or a disciplinary alternative education program (DAEP), and/or a juvenile justice alternative education program (JJAEP). For assessment data, the test answer document was physically submitted with the answer documents for the student's home campus.

Student data and test documents were only reattributed within the same school district. For this reason, charter campus data were not reattributed. For students who had not attended a standard campus in the district, local policy determined to which campus the short-term AEC student data were attributed.

A comparison of 2003-04 attendance reattribution and test answer documents indicated that reattribution was not always conducted consistently for PEIMS data (an automated process conducted by the state) and test results (a local process). Often, test answer documents for students enrolled on the AEC for fewer than 85 days were not sent back to the student's home campus.

In 2006, the campus accountability subset determined attribution of AEC test data. 2004-05 leaver data were attributed according to the 85-day rule for AECs that were registered for evaluation under AEA procedures in 2005. 2004-05 leaver data were attributed to the last campus of attendance for AECs that were not registered for evaluation under AEA procedures in 2005, but were registered in 2006.

ATTRIBUTION OF DATA

AECs of Choice and Residential Facilities. Campus accountability subset determines attribution of AEC test data. Only test results for students enrolled on the same campus on the PEIMS enrollment snapshot date (the last Friday in October) and on the testing date are included in the campus performance measure. Accountability subset does not apply to exit-level retests. School leaver data are attributed to the campus that the student last attended. The 85-day rule is phased out completely for accountability in 2007 and beyond.

DAEPs and JJAEPs. As required in statute, DAEP and JJAEP student data are attributed to the student's home campus.

Chapter 10 – AEA Base Indicators

To determine ratings, the alternative education accountability (AEA) procedures use three base indicators:

- performance on the *Texas Assessment of Knowledge and Skills (TAKS)*,
- *Completion Rate II* for the Class of 2008, and
- *2007-08 Annual Dropout Rate* for grades 7–12.

TAKS PROGRESS INDICATOR

A single performance indicator is evaluated for TAKS. The TAKS Progress indicator sums performance results across grades (3-12) and across subjects to determine alternative education campus (AEC) and charter ratings under AEA procedures. This indicator is based on the number of tests taken, not on the number of students tested. Students who take multiple TAKS tests are included multiple times (for every TAKS test taken). Students who take multiple TAKS exit-level retests are included only when the passing standard is met.

The TAKS Progress indicator numerator is calculated as the number of TAKS grades 3-10 tests meeting the student passing standard *or* projected to meet the student passing standard based on the Texas Projection Measure (TPM) *and* TAKS grade 11 tests meeting the student passing standard *or* having a Texas Growth Index (TGI) score that meets the student growth standard of 0 (zero) or higher *and* TAKS exit-level retests meeting the student passing standard at the March and April/May administrations or in the previous October or July. The denominator is the number of TAKS tests taken *and* the number of TAKS exit-level retests meeting the student passing standard at the March and April/May administrations or in the previous October or July.

The TAKS Progress indicator includes the following results:

- TAKS grades 3-11 Spring 2009 primary administration:
 - Panel Recommendation student passing standard
 - TPM for grades 3-10 and TGI for grade 11
 - Campus accountability subset
- TAKS grade 12 April/May 2009, March 2009, October 2008, and July 2008 administrations:
 - Actual student passing standard
 - Tests meeting passing standard
 - No accountability subset
- TAKS grade 11 April/May 2009, March 2009, October 2008, and July 2008 administrations:
 - Retests only
 - Actual student passing standard
 - Tests meeting passing standard
 - No accountability subset

Who is evaluated for the TAKS Progress Indicator:

- AECs that test students on any TAKS subject.
- AECs of Choice and Residential Facilities.
- *Use of District At-Risk Data.* If the AEC does not meet the accountability standard based on results for fewer than 10 tests, or if there are no TAKS results for the AEC, then the AEC is evaluated on the district performance of at-risk students. See *Chapter 11 – Additional Features of AEA*. If there are results for fewer than 10 at-risk tests in the district, then Special Analysis is conducted. See *Chapter 12 – AEA Ratings*.
- Charters that operate only registered AECs.
- Charters that operate both standard campuses and registered AECs, meet the AEC enrollment criterion, and opt to be evaluated under AEA procedures.

Table 12: TAKS Progress Indicator

	2009	2010	2011
<i>AEA: Academically Acceptable</i>	50%	50%	TBD
TAKS Progress Indicator	TAKS + TPM (grades 3-10) + TGI (grade 11) + Exit-Level Retests		
Accountability Subset	District and Campus Accountability Subset; Accountability Subset does not apply to exit-level retests		

Standard:

- *AEA: Academically Acceptable* – At least 50%.
- The TAKS Progress standard will be reviewed annually and is subject to change.

Student Groups: TAKS performance is always evaluated for All Students. The following student groups that meet minimum size requirements are evaluated: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

number of TAKS tests that meet the standard **or** meet TPM (grades 3-10) or meet TGI (grade 11)
and
number of TAKS exit-level retests that meet the standard

number of TAKS tests taken **and**
number of TAKS exit-level retests that meet the standard

Minimum Size Requirements:

- *All Students.* All Students performance is always evaluated.
- *Student Groups.* Student groups are evaluated if there are:
 - 30 to 49 tests for the student group and the student group represents at least 10% of All Students tests; **or**
 - at least 50 tests for the student group even if these tests represent less than 10% of All Students tests.

Accountability Subset:

- *Campus Accountability Subset.* AECs are accountable for TAKS results for students enrolled on the AEC on the Public Education Information Management System (PEIMS) enrollment snapshot date (the last Friday in October) and on the testing date.
- *District Accountability Subset.* Charters are accountable for TAKS results for students enrolled at the charter on the PEIMS enrollment snapshot date and on the testing date.
- Accountability subset does not apply to TAKS exit-level results.

Years of Data:

- Spring 2009 grades 3-11 TAKS results (primary administration)
- April/May 2009, March 2009, October 2008, and July 2008 grade 11 exit-level retest results
- April/May 2009, March 2009, October 2008, and July 2008 grade 12 exit-level results

Data Source: Pearson Educational Measurement

Other Information:

- *Grades and Subjects.* The TAKS results for English (grades 3-11) and Spanish (grades 3-6) are summed across grades and subjects and are evaluated for All Students and each student group that meets minimum size requirements. Second administration results of grades 3, 5, and 8 reading and grades 5 and 8 mathematics are included.
- *TAKS (Accommodated).* The TAKS (Accommodated) results below are included in the TAKS Progress indicator beginning in 2008.
 - English Language Arts (ELA) (grade 11)
 - Mathematics (grade 11)
 - Science (grades 5, 8, 10, and 11; grade 5 Spanish)
 - Social Studies (grades 8, 10, and 11)
- *Testing Window.* Results for students given a make-up test within the testing window are included in the accountability measures.
- *Hurricane Ike.* The performance of students displaced by Hurricane Ike who are tested in Texas school districts in Spring 2009 is not included in the TAKS Progress indicator used for 2009 accountability ratings. For more information, see *Appendix K*.
- *Rounding.* The TAKS Progress indicator percent *Met Standard* calculations are rounded to whole numbers. For example, 49.877% is rounded to 50%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.
- *TPM.* The TPM was developed for accountability purposes to measure annual student improvement. TPM is a multi-level regression-based model that predicts student performance by subject in the next high-stakes grade (5, 8, and 11). A student projected to be at or above proficiency in the next high stakes grade is determined to have met the improvement standard.

Beginning in 2009, TAKS grades 3-10 tests meeting the student passing standard or projected to meet the student passing standard based on TPM are included in the numerator of the TAKS Progress indicator.

Detailed TPM information can be found in *Appendix E – Texas Growth Index and Texas Projection Measure*.

- **TGI.** The TGI was developed for accountability purposes to evaluate individual student growth from one year to the next on the TAKS. The TGI compares how students taking a TAKS subject test in one year perform on the same TAKS subject test in the next higher grade the following year. An individual TGI score indicates the amount of growth for each student in relation to the average growth of all students who performed at the same level in the base year. The TGI score of zero (0) indicates that the year-to-year change in scale score is equal to the average change. The TGI measures growth for a student who passes as well as a student who does not pass the TAKS. The TGI calculation is limited to students who have TAKS test results in the same subject for two consecutive years, in consecutive grades.

Since TPM results are not available at grade 11, TAKS grade 11 tests having a TGI score of zero (0) or higher will continue to be included in the numerator of the TAKS Progress indicator.

Detailed TGI information can be found in *Appendix E – Texas Growth Index and Texas Projection Measure*.

COMPLETION RATE II (GRADES 9-12) INDICATOR

This longitudinal rate shows the percent of students who first attended grade 9 in the 2004-05 school year who graduated, received a General Educational Development (GED) certificate, or who are continuing their education four years later. Known as the 2004-05 cohort, these students' progress was tracked over the four years using data provided to TEA by districts and charters and data available in the statewide GED database.

Completion Rate II includes graduates, continuing students (students who return to school for a fifth year), and GED recipients in the definition of Completion Rate II for AECs of Choice and charters evaluated under AEA procedures.

Beginning with 2007 accountability, the definition of a dropout changed to comply with the National Center for Education Statistics (NCES) definition. The transition to the NCES dropout definition also impacts the Completion Rate II indicator. Beginning with 2007 accountability, the dropout component of the Completion Rate denominator changes. In 2007, only one of the four years in the cohort is affected. In 2008, two years of the cohort are affected, and so on, until 2010 when the Completion Rate denominator uses the NCES dropout definition for all four years of the cohort. See *Appendix I* for detailed information on the NCES dropout definition.

Who is evaluated for Completion Rate II:

- AECs of Choice that have served students in grades 9, 10, 11, and 12 for the last five years.
- Residential Facilities are not evaluated on Completion Rate II.

- If the AEC of Choice does not serve students in any of grades 9-12 in the 2008-09 school year, then the AEC of Choice is not evaluated on Completion Rate II.
- *Use of District At-Risk Rate.* If the AEC of Choice does not meet the accountability standard, does not meet minimum size requirements for All Students, or if the AEC of Choice has students in any of grades 9-12 but does not have a Completion Rate II, then the AEC of Choice is evaluated on Completion Rate II (including GED recipients) of at-risk students in the district. If at-risk students in the district do not meet minimum size requirements for All Students, then the AEC of Choice is not evaluated on Completion Rate II. See *Chapter 11 – Additional Features of AEA*.
- Charters that operate only registered AECs.
- Charters that operate both standard campuses and registered AECs, meet the AEC enrollment criterion, and opt to be evaluated under AEA procedures.

Table 13: Completion Rate II (Grades 9-12) Indicator

	2009 Class of 2008; 9th grade 04-05	2010 Class of 2009; 9th grade 05-06	2011 Class of 2010; 9th grade 06-07
<i>AEA: Academically Acceptable</i>	60.0%	60.0%	TBD
Completion Rate II	Graduates + Continuing Students + GED Recipients		
Dropout Definition	Phase in NCES definition	NCES definition	
Accountability Subset	School Leaver data are attributed to the last campus of attendance		

Standard:

- *AEA: Academically Acceptable* – At least 60.0% Completion Rate II.
- The Completion Rate II standard will be reviewed annually and is subject to change.

Student Groups: Completion Rate II is evaluated for All Students. Student groups are not evaluated separately.

Methodology:

number of completers (graduates + continuing students + GED recipients)

number of students in class

Minimum Size Requirements:

- *All Students.* These results are evaluated if there are:
 - at least 10 dropouts (non-completers), **and**
 - at least 10 students in the AEC of Choice or charter Completion Rate II class.
- Special Analysis is not conducted on Completion Rate II.

Accountability Subset: Completion data are attributed to the student's last campus of attendance.

Years of Data:

- Graduating Class of 2008 (results are based on the original 2004-05 cohort, whether the students remain on grade level or not)
- Continued enrollment in 2008-09
- GED records as of August 31, 2008

Data Sources:

- PEIMS Submission 1 enrollment data for 2004-05 through 2008-09
- PEIMS Submission 1 leaver data for 2005-06 through 2008-09
- PEIMS Submission 3 attendance data for 2004-05 through 2007-08
- GED records as of August 31, 2008

Other Information:

- *Transfers.* Any student who transfers into the cohort is added to it, and any student who transfers out of the cohort is subtracted from it.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 74.875% is rounded to 74.9%.
- *Students with Disabilities.* The completion status of students with disabilities is included in this measure.

ANNUAL DROPOUT RATE (GRADES 7-12) INDICATOR

The Annual Dropout Rate indicator is grade 7-12 dropouts as a percent of total students enrolled at the AEC or charter in grades 7-12 in a single school year.

Beginning with 2007 accountability, the more rigorous NCES dropout definition is used. See *Appendix I* for detailed information on the NCES dropout definition.

Who is evaluated for Annual Dropout Rate:

- AECs of Choice and Residential Facilities that serve students in any of grades 7-12.
- *Use of District At-Risk Rate.* If the AEC does not meet the accountability standard or demonstrate Required Improvement, then the AEC is evaluated on the Annual Dropout Rate of at-risk students in the district. See *Chapter 11 – Additional Features of AEA*.
- Charters that operate only registered AECs.
- Charters that operate both standard campuses and registered AECs, meet the AEC enrollment criterion, and opt to be evaluated under AEA procedures.

Table 14: Annual Dropout Rate (Grades 7-12) Indicator

	2009 from 2007-08	2010 from 2008-09	2011 from 2009-10
<i>AEA: Academically Acceptable</i>	20.0%	20.0%	TBD
Dropout Definition	NCES definition		
Accountability Subset	School Leaver data are attributed to the last campus of attendance		

Standard:

- *AEA: Academically Acceptable* – An Annual Dropout Rate of 20.0% or less.
- The Annual Dropout Rate standard will be reviewed annually and is subject to change.

Student Groups: Annual Dropout Rate is evaluated for All Students. Student groups are not evaluated separately.

Methodology:

$$\frac{\text{number of grade 7-12 students designated as 'official' dropouts}}{\text{number of grade 7-12 students in attendance at any time during the school year}}$$

Minimum Size Requirements:

- *All Students.* These results are evaluated if there are:
 - at least 10 dropouts, *and*
 - at least 10 students in grades 7-12.
- Special Analysis is not conducted on Annual Dropout Rate.
- If the AEC or charter does not meet the minimum size requirements for All Students, then the AEC or charter is not evaluated on Annual Dropout Rate.

Accountability Subset: Dropout data are attributed to the student's last campus of attendance.

Year of Data: 2007-08

Data Sources:

- PEIMS Submission 1 enrollment data for 2007-08 and 2008-09
- PEIMS Submission 1 leaver data for 2008-09
- PEIMS Submission 3 attendance data for 2007-08

Other Information:

- *School Leaver Provision (SLP) for 2009.* In April 2008, the Commissioner of Education announced that the 2009 SLP would apply only to the Annual Dropout Rate indicator evaluated under AEA procedures. However, revising the Annual Dropout Rate standard to 20.0% eliminates the need to use the SLP in 2009 and beyond.
- *Cumulative Attendance.* A cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student reported in attendance at the AEC or charter throughout the school year, regardless of length of stay.

- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 2.49% is rounded to 2.5%, and 0.25% is rounded to 0.3%.
- *Students with Disabilities.* Students with disabilities who drop out of school are included in this measure.

Chapter 11 – Additional Features of AEA

As shown in *Chapter 10 – AEA Base Indicators*, alternative education campuses (AECs) can achieve a rating by meeting the absolute standards for the different indicators. However, under certain conditions, AECs can achieve a rating by:

- meeting Required Improvement; and/or
- using the accountability data for at-risk students in the district.

All additional features are applied and calculated automatically by the Texas Education Agency (TEA) before ratings are released. AECs do not need to request the use of additional features.

Additional requirements for charters are explained later in this chapter.

Required Improvement

AECs and charters initially rated *AEA: Academically Unacceptable* may achieve an *AEA: Academically Acceptable* rating using the Required Improvement feature. Required Improvement can be applied to all three base indicators: Texas Assessment of Knowledge and Skills (TAKS) Progress, Completion Rate II, and Annual Dropout Rate.

Required Improvement compares prior-year performance to current-year performance. In order to qualify for this comparison, the target group (All Students or any student group) must meet a minimum size requirement for the prior year. See *Minimum Size Requirements* in this chapter for each indicator.

Who is evaluated for Required Improvement:

- AECs of Choice whose performance is *AEA: Academically Unacceptable* for any TAKS Progress, Completion Rate II, or Annual Dropout Rate measure.
- Residential Facilities whose performance is *AEA: Academically Unacceptable* for any TAKS Progress or Annual Dropout Rate measure. (Residential Facilities are not evaluated on Completion Rate II.)
- Charters evaluated under AEA procedures whose performance is *AEA: Academically Unacceptable* for any TAKS Progress, Completion Rate II, or Annual Dropout Rate measure.

TAKS PROGRESS INDICATOR

Improvement Standard: In order for Required Improvement to move an AEC or charter to *AEA: Academically Acceptable*, the AEC or charter must demonstrate sufficient improvement on the deficient TAKS measures to meet a standard of **50%** within two years.

Methodology:

The *Actual Change* must be equal to or greater than the *Required Improvement*.

Actual Change is the difference between performance in 2009 and 2008.

Required Improvement is the result of the 2009 standard minus performance in 2008 divided by 2.

Example:

In 2009, an AEC has performance above the *AEA: Academically Acceptable* standard in all student groups except for Economically Disadvantaged; only 38% meet the standard. Performance in 2008 for the same group is 21%.

First calculate the *Actual Change*: $38 - 21 = 17$

Next calculate the *Required Improvement*: $(50 - 21) / 2 = 15$ (14.5 rounds to 15)

Then compare *Actual Change* to *Required Improvement* to determine if *Actual Change* is greater than or equal to the *Required Improvement*: $17 \geq 15$

The AEC meets *Required Improvement*, so its rating is *AEA: Academically Acceptable*.

Minimum Size Requirements: Required Improvement is not calculated if the AEC or charter has less than 10 test results (for the student group) in 2008.

Other Information:

- *Performance in 2008.* Prior-year performance includes Spring 2008 grades 3-11 TAKS results (primary administration); Texas Growth Index (TGI) for 2007 to 2008, growth of 0 (zero) or higher; April and February 2008, and October and July 2007 grade 11 TAKS retests meeting the passing standard; and April and February 2008, and October and July 2007 grade 12 results meeting the student passing standard.
- *Rounding.* All improvement calculations of performance rates and standards are rounded to whole numbers. For example, 4.5% is rounded to 5%.

COMPLETION RATE II INDICATOR

Improvement Standard: In order for Required Improvement to move an AEC of Choice or charter to *AEA: Academically Acceptable*, the AEC of Choice or charter must demonstrate sufficient improvement in the Completion Rate II to meet a standard of **60.0%** within two years.

Methodology:

The *Actual Change* must be equal to or greater than the *Required Improvement*.

Actual Change is the difference between the Completion Rate II for the Class of 2008 and the Class of 2007.

Required Improvement is the result of the 2009 standard minus the Completion Rate II for the Class of 2007 divided by 2.

Example:

An AEC of Choice has a Class of 2008 Completion Rate II of 57.3% for All Students. The Class of 2007 Completion Rate II for All Students is 48.8%.

First calculate the *Actual Change*: $57.3 - 48.8 = 8.5$

Next calculate the *Required Improvement*: $(60.0 - 48.8) / 2 = 5.6$

Then compare *Actual Change* to *Required Improvement* to determine if *Actual Change* is greater than or equal to the *Required Improvement*: $8.5 \geq 5.6$

The AEC of Choice meets *Required Improvement*, so its rating is *AEA: Academically Acceptable*.

Minimum Size Requirements: Required Improvement is not calculated if the AEC of Choice or charter has less than 10 students in the Completion Rate II Class of 2007.

Other Information:

- *Completion Rate II Definition.* Completion Rate II for the prior year is computed using the same definition as the current year so that gain from the prior year to the current year uses comparable data for both years. Specifically, the Completion Rate II definition includes graduates, General Educational Development (GED) recipients, and continuing students as completers.
- *NCES Dropout Definition.* Beginning with 2007 accountability, the definition of a dropout changes to comply with the National Center for Education Statistics (NCES) definition. This transition to the NCES dropout definition impacts the Completion Rate II indicator. Beginning with 2007 accountability, the dropout component of the Completion Rate denominator changes. In 2007, only one of the four years in the cohort is affected. In 2008, two years of the cohort are affected, and so on, until 2010 when the Completion Rate denominator uses the NCES dropout definition for all four years of the cohort. See *Appendix I* for detailed information on the NCES dropout definition.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 4.85% is rounded to 4.9%.

ANNUAL DROPOUT RATE INDICATOR

Improvement Standard: In order for Required Improvement to move an AEC or charter to *AEA: Academically Acceptable*, the AEC or charter must demonstrate a decline in the Annual Dropout Rate to be at **20.0%** within two years.

Methodology:

The *Actual Change* must be equal to or less than the *Required Improvement*.

Actual Change is the difference between the 2007-08 and 2006-07 Annual Dropout Rates.

Required Improvement is the result of the 2009 standard minus the 2006-07 Annual Dropout Rate divided by 2.

This calculation measures declines in rates. The *Actual Change* in the Annual Dropout Rate must be less than or equal to the *Required Improvement* for the standard to be met and will

contain negative numbers. The *Actual Change* needs to be a larger negative number than the required change.

Example:

In 2007-08, an AEC had an Annual Dropout Rate for All Students of 22.8%. The Annual Dropout Rate in 2006-07 for All Students was 34.2%.

First calculate the *Actual Change*: $22.8 - 34.2 = -11.4$

Next calculate the *Required Improvement*: $(20.0 - 34.2) / 2 = -7.1$

Then compare *Actual Change* to *Required Improvement* to determine if the *Actual Change* is less than or equal to the *Required Improvement*: $-11.4 \leq -7.1$

The AEC meets *Required Improvement*, so its rating is AEA: *Academically Acceptable*.

Minimum Size Requirements: Required Improvement is not calculated if the AEC or charter has less than 10 grade 7-12 students in 2006-07.

Other Information: All calculations are expressed as a percent, rounded to one decimal point. For example, -1.875% is rounded to -1.9%.

Other Information:

- *NCES Dropout Definition.* Beginning with 2007 accountability, the definition of a dropout changed to comply with the NCES definition. See *Appendix I* for detailed information on the NCES dropout definition.
- *School Leaver Provision (SLP) for 2009.* In April 2008, the Commissioner of Education announced that the 2009 SLP would apply only to the Annual Dropout Rate indicator evaluated under AEA procedures. However, revising the Annual Dropout Rate standard to 20.0% eliminates the need to use the SLP in 2009 and beyond.

Use of District At-Risk Data

In limited circumstances, data for at-risk students in the district are used to evaluate registered AECs. Use of data for at-risk students in the district acknowledges that AECs are part of the overall district strategy for education of students at risk of dropping out of school.

AECs of Choice and Residential Facilities may be evaluated on the TAKS Progress and Annual Dropout Rate indicators using data for at-risk students in the district. AECs of Choice may be evaluated on Completion Rate II of at-risk students in the district.

TAKS PROGRESS INDICATOR

Who is evaluated for the TAKS Progress Indicator using performance data of at-risk students in the district:

- AECs of Choice and Residential Facilities that do not meet the 50% standard, do not demonstrate Required Improvement, and have results for fewer than 10 tests in the current year.
- AECs of Choice and Residential Facilities with no TAKS results.

Required Improvement: If the AEC does not meet the performance standard based on district performance data of at-risk students, then Required Improvement is calculated using district performance data of at-risk students.

Minimum Size Requirements: If there are less than 10 at-risk TAKS test results in the district, then Special Analysis is conducted.

Special Analysis: Special Analysis consists of analyzing current and past performance data to determine if the initial rating assigned under the automated evaluation process is an aberration or an indication of consistent performance. Methods of Special Analysis are discussed in *Chapter 6 – Special Issues and Circumstances*.

Table 15: Use of TAKS Data of At-Risk Students in the District

Number of TAKS tests at the AEC	Does the AEC meet the performance standard on its own data?	Does the AEC demonstrate Required Improvement (RI) on its own data?	Does the AEC meet the performance standard using district performance data of at-risk students?
10 or more	Yes – assign rating	N/A	N/A
	No	Yes – assign rating	N/A
		No – assign rating	
Less than 10	Yes – assign rating	N/A	N/A
	No	Yes – assign rating	N/A
		No	Yes – assign rating
None	N/A	N/A	No – calculate district RI; assign rating
			Yes – assign rating

COMPLETION RATE II INDICATOR

Who is evaluated for Completion Rate II using data of at-risk students in the district:

- AECs of Choice that do not meet the 60.0% accountability standard or demonstrate Required Improvement.
- AECs of Choice that have completion data, but do not meet minimum size requirements for All Students.
- AECs of Choice that serve students in any of grades 9-12, but do not have a Completion Rate II.
- If the AEC of Choice does not serve students in any of grades 9-12 in the 2008-09 school year, then the AEC of Choice is not evaluated on Completion Rate II.

Required Improvement: If the AEC of Choice does not meet the accountability standard based on at-risk students in the district, then Required Improvement is calculated using Completion Rate II of at-risk students in the district.

Minimum Size Requirements:

- Completion Rate II of at-risk students in the district is evaluated if there are:
 - at least 10 at-risk dropouts (non-completers), *and*
 - at least 10 students in the district at-risk Completion Rate II class.
- If at-risk students in the district do not meet minimum size requirements, then the AEC of Choice is not evaluated on Completion Rate II.

Table 16: Use of Completion Rate II Data of At-Risk Students in the District

Does the AEC of Choice serve students in grades 9, 10, 11, and/or 12 in 2008-09?	Does the AEC of Choice have a Completion Rate II and meet minimum size requirements in 2007-08?	Does the AEC of Choice meet the accountability standard on its own data?	Does the AEC of Choice demonstrate Required Improvement (RI) on its own data?	Do at-risk students in the district meet minimum size requirements?	Does the AEC of Choice meet the accountability standard using Completion Rate II of at-risk students in the district?
Yes	Yes	Yes – assign rating	N/A	N/A	N/A
		No	Yes – assign rating	N/A	N/A
			No	Yes	Yes – assign rating
				No	No – calculate district RI; assign rating
	No	N/A	N/A	Yes	Yes – assign rating
				No	No – calculate district RI; assign rating
No	N/A	N/A	N/A	N/A	N/A

ANNUAL DROPOUT RATE INDICATOR

Who is evaluated for Annual Dropout Rate using data of at-risk students in the district:

AECs of Choice and Residential Facilities that do not meet the 20.0% standard or demonstrate Required Improvement.

Required Improvement: If the AEC does not meet the accountability standard based on at-risk students in the district, then Required Improvement is calculated using Annual Dropout Rate of at-risk students in the district.

Minimum Size Requirements: Annual Dropout Rate of at-risk students in the district is evaluated if there are:

- at least 10 at-risk dropouts (non-completers), *and*
- at least 10 at-risk students in the district in grades 7-12.

Table 17: Use of Annual Dropout Data of At-Risk Students in the District

Number of Dropouts	Does the AEC meet the accountability standard on its own data?	Does the AEC demonstrate Required Improvement (RI) on its own data?	Does the AEC meet the accountability standard using Annual Dropout Rate of at-risk students in the district?
10 or more	Yes – assign rating	N/A	N/A
	No	Yes – assign rating	N/A
		No	Yes – assign rating
			No – calculate district RI; assign rating
0 - 9	N/A	N/A	N/A

Additional Requirements for Charters

Underreported Students: Charters evaluated under AEA procedures are subject to underreported student standards as described in *Chapter 3 – The Basics: Additional Features*. Although the charter AEA rating is not affected, Performance-Based Monitoring (PBM) will continue to evaluate this indicator at the 2009 standards in its Data Validation system.

Additional Students in Charter Ratings: Charters evaluated under AEA procedures are responsible for the performance of all students, including those who attend campuses that receive a rating of *AEA: Not Rated – Other*.

AECs Rated *AEA: Academically Unacceptable*

Registered AECs rated *AEA: Academically Unacceptable* do not prevent a district rating of *Exemplary* or *Recognized*.

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Chapter 12 – AEA Ratings

This chapter illustrates how to apply the alternative education accountability (AEA) indicator data results and the additional features of AEA to determine ratings for registered alternative education campuses (AECs) and charters evaluated under AEA procedures.

WHO IS RATED?

The state accountability system is required to rate all districts and campuses serving students in grades 1-12. Under the AEA procedures, the first step in determining AEA ratings is to identify the universe of AECs and charters. The AEA universe consists of:

- AECs of Choice and Residential Facilities that meet the registration criteria, register as an AEC, and meet the at-risk registration criterion;
- charters that operate only registered AECs; and
- charters that operate both standard campuses and registered AECs, meet the AEC enrollment criterion, and opt to be evaluated under AEA procedures.

The next step is to determine whether the AEC or charter has Texas Assessment of Knowledge and Skills (TAKS) results on which it can be evaluated. In order to attain an *AEA: Academically Acceptable* rating, AECs and charters must have at least one TAKS test result. The term "TAKS test result" includes TAKS and TAKS (Accommodated) results used in TAKS Progress indicator calculations. In addition, performance on only the TAKS (Accommodated) assessments that are included in the TAKS Progress indicator is sufficient for a rating to be assigned. Furthermore, performance on any one of the TAKS subjects is sufficient for a rating to be assigned. AECs with no TAKS test results are evaluated using district at-risk performance results. Information on use of district at-risk data is in *Chapter 11 – Additional Features of AEA*. AECs and charters need not have data for the Completion Rate II and Annual Dropout Rate indicators to receive an AEA rating. Charters that have only Completion Rate II and/or Annual Dropout Rate will not receive an AEA rating.

AECs and charters with very small numbers of TAKS test results in the accountability subset may ultimately receive an *AEA: Not Rated – Other* label. Special Analysis is employed when very small numbers of total tests determine whether a rating is appropriate. AECs undergo Special Analysis when the AEC is evaluated on district at-risk data and there are fewer than 10 at-risk TAKS tests in the district accountability subset. Charters are rated on the aggregate performance of all students in the charter. Charters with TAKS results for fewer than 10 tests will receive Special Analysis under circumstances similar to those used in the standard accountability procedures. Special Analysis consists of analyzing current and past performance data to determine if the initial rating assigned under the evaluation process is an aberration or an indication of consistent performance. Additional details on Special Analysis are in *Chapter 6 – Special Issues and Circumstances*.

AEA RATING LABELS

Accountability rating labels for districts are specified in statute. Beginning in 2004, campuses are assigned the same labels as districts under the standard accountability procedures. Registered AECs and charters rated under AEA procedures are assigned three rating labels:

- *AEA: Academically Acceptable*
- *AEA: Academically Unacceptable*
- *AEA: Not Rated – Other*

Table 18: AEA Rating Labels

	AECs of Choice and Residential Facilities	Charters
<i>AEA: Academically Acceptable</i>	Assigned to registered AECs with: <ul style="list-style-type: none"> ○ at least one TAKS test (summed across grades and subjects); or ○ no TAKS test results and are evaluated using district at-risk performance results. 	Assigned to charters with at least one TAKS test (summed across grades and subjects). Charters with fewer than 10 TAKS test results receive Special Analysis.
<i>AEA: Academically Unacceptable</i>		
<i>AEA: Not Rated – Other</i>	Assigned to registered AECs with: <ul style="list-style-type: none"> ○ no students enrolled in grades tested; or ○ no TAKS data in the accountability subset or exit-level data on which to rate. 	Assigned to charters with: <ul style="list-style-type: none"> ○ no students enrolled in grades tested; or ○ no TAKS data in the accountability subset or exit-level data on which to rate.
	In 2009, this rating may be assigned to AECs and charters impacted by Hurricane Ike as outlined in <i>Appendix K</i> .	

Accountability ratings are final when the accountability appeals process for the year is completed in the fall following release of the ratings in July/August.

USING THE DATA TABLE TO DETERMINE AN AEA RATING

In late June, completion/dropout data will be released to districts and campuses in the Texas Education Agency Secure Environment (TEASE). In late July, prior to finalizing all computations necessary for accountability ratings, preview data tables will be available for districts and campuses in TEASE.

These tables will *not* show a rating and will *not* provide calculations for Required Improvement. However, by using the preview data tables and the *2009 Accountability Manual*, districts can anticipate their ratings in advance of the TEA ratings release on July 31. *The preview data tables will contain unmasked data and must be treated as confidential.* The performance of individual students may be shown.

A sample unmasked preview data table for a campus serving grades 9-12 follows. This grade span includes data for all AEA indicators.

Table 19: Sample AEA Data Table

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2009 Preview Accountability Data Table
Alternative Education Accountability (AEA) Procedures

1

District Name: SAMPLE ISD

Campus Name: SAMPLE ALTERNATIVE LEARNING CENTER

Grade Span: 09 – 12

3

Campus Number: 999999999

% At-Risk: 75%

Campus Type: AEC of Choice

4

Rating:

5

District at-risk TAKS data used.

District at-risk Completion Rate II used.

Analysis groups used to determine ratings are marked with an 'X.'

6

	District At-Risk	All Students	African American	Hispanic	White	Econ Disadv
Texas Assessment of Knowledge and Skills (TAKS) (Grades 3-12)						
Analysis Groups Evaluated	X	X				
2008-09 Progress Measure						
# Tests Met Standard	33,197	2	0	2	0	2
# Tests	46,756	8	0	8	0	8
% Met Standard	71%	25%	0%	25%	0%	25%
Student Group %	n/a	100%	0%	100%	0%	100%
2007-08 Progress Measure						
# Tests Met Standard	26,881	3	0	3	0	3
# Tests	44,067	9	0	9	0	9
% Met Standard	61%	33%	0%	33%	0%	33%
Required Improvement						
Actual Change	10	-8	0	-8	0	-8

'n/a' indicates that the data are not applicable.

(–) indicates that data are not available.

Table 19: Sample AEA Data Table (continued)

July 2009

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2009 Preview Accountability Data Table
Alternative Education Accountability (AEA) Procedures

District Name: SAMPLE ISD

Campus Name: SAMPLE ALTERNATIVE LEARNING CENTER

Campus Number: 999999999

Campus Type: AEC of Choice

Grade Span: 09 – 12

% At-Risk: 75%

Rating:

District at-risk TAKS data used.

District at-risk Completion Rate II used.

Analysis groups used to determine ratings are marked with an 'X.'

	District At-Risk	All Students	African American	Hispanic	White	Econ Disadv
7 Completion Rate II (Grades 9-12)						
Analysis Groups Evaluated	X	X				
Class of 2008						
# Completers	1,824	29	n/a	n/a	n/a	n/a
# Non-completers	181	24	n/a	n/a	n/a	n/a
# in Class	2,005	53	n/a	n/a	n/a	n/a
Completion Rate	91.0%	54.7%	n/a	n/a	n/a	n/a
Class of 2007						
# Completers	1,661	25	n/a	n/a	n/a	n/a
# in Class	1,992	52	n/a	n/a	n/a	n/a
Completion Rate	83.4%	48.1%	n/a	n/a	n/a	n/a
Required Improvement						
Actual Change	7.6	6.6	n/a	n/a	n/a	n/a
8 Annual Dropout Rate (Grades 7-12)						
Analysis Groups Evaluated		X				
2007-08						
# Dropouts	190	20	n/a	n/a	n/a	n/a
# Students in Grades 7-12	2,405	208	n/a	n/a	n/a	n/a
Dropout Rate	7.9%	9.6%	n/a	n/a	n/a	n/a
2006-07						
# Dropouts	31	6	n/a	n/a	n/a	n/a
# Students in Grades 7-12	1,464	94	n/a	n/a	n/a	n/a
Dropout Rate	2.1%	6.4%	n/a	n/a	n/a	n/a
Required Improvement						
Actual Change	5.8	3.2	n/a	n/a	n/a	n/a

'n/a' indicates that the data are not applicable.

(–) indicates that data are not available.

The sample preview data table illustrates the types of information provided. *Chapter 10 – AEA Base Indicators* contains detailed information about each measure. The final AEA data table released in July may include minor modifications. An explanation of each numbered topic follows.

1. **Confidential:** Performance data are unmasked on the AEA data tables posted in TEASE. For this reason, personal student information may be shown. To be compliant with the federal *Family Educational Rights and Privacy Act* (FERPA), all unmasked data must be treated as confidential.

Alternative Education Accountability (AEA) Procedures: This indicates that the AEC or charter is rated under AEA procedures. Campuses not registered for evaluation under AEA procedures are evaluated under standard accountability procedures.

2. **% At-Risk:** All registered AECs must meet the at-risk registration criterion or the applicable safeguards in order to remain registered and be evaluated under AEA procedures.
3. **Campus Type:** Each AEC registered for evaluation under AEA procedures is designated as an AEC of Choice or Residential Facility.
4. **Rating:** AEA rating labels are not available for the preview data tables.
5. **Messages:** A complete list of messages that may appear on AEA data tables is provided later in this chapter.

District at-risk TAKS data used: If an AEC has no TAKS results or does not meet the 50% TAKS Progress standard based on results for fewer than 10 tests, then the AEC is evaluated on performance of at-risk students in the district.

If the AEC does not meet the performance standard based on district performance data of at-risk students, then Required Improvement is calculated using district performance data of at-risk students.

District at-risk Completion Rate II used: If the AEC of Choice does not meet the 60.0% Completion Rate II standard or demonstrate Required Improvement, does not meet minimum size requirements for All Students, or if the AEC of Choice serves students in any of grades 9-12 but does not have a Completion Rate II, then the AEC of Choice is evaluated on the Completion Rate II of at-risk students in the district.

If the AEC of Choice does not meet the accountability standard based on at-risk students in the district, then Required Improvement is calculated using Completion Rate II of at-risk students in the district.

6. **Texas Assessment of Knowledge and Skills (TAKS) (Grades 3-12):** One of the three AEA base indicators on which AECs and charters are evaluated. The TAKS Progress indicator evaluates test results across grades and subjects.

Analysis Groups Evaluated: Analysis groups used to determine AEA ratings are marked with an 'X.'

Tests Met Standard: The numerator used to calculate % *Met Standard* – TAKS grades 3-10 tests meeting the standard or projected to meet based on TPM and TAKS grade 11 tests meeting the standard or having a Texas Growth Index (TGI) score that meets the student

growth standard of 0 (zero) or higher and exit-level retests meeting the standard at the spring administrations or in the previous fall or summer.

Tests: The denominator used to calculate *% Met Standard* – TAKS tests taken and exit-level retests meeting the standard at the spring administrations or in the previous fall or summer.

% Met Standard: The percent of tests that met the TAKS Progress standard.

Student Group %: Used to identify which student groups meet minimum size requirements for the indicator. TAKS performance is always evaluated for All Students and the following student groups meeting minimum size requirements: African American, Hispanic, White, and Economically Disadvantaged.

TAKS Required Improvement: Moves an AEC or charter to *AEA: Academically Acceptable* if the AEC or charter demonstrates sufficient improvement on the deficient TAKS measures to meet a standard of 50% within two years. Required Improvement is not calculated if the AEC or charter has fewer than 10 test results (for the student group) in 2008.

Actual Change: The difference between performance in 2009 and 2008. *Actual Change* is always shown when two years of data are available.

7. **Completion Rate II (Grades 9-12):** One of the three AEA base indicators on which AECs of Choice and charters are evaluated. Completion Rate II counts graduates, continuing students (students who return to school for a fifth year), and General Educational Development (GED) recipients as completers. This longitudinal rate shows the percent of students who first attended grade 9 in the 2004-05 school year who completed or are continuing their education four years later. Residential Facilities are not evaluated on Completion Rate II.

Analysis Groups Evaluated: Analysis groups used to determine AEA ratings are marked with an 'X.'

Completers: The numerator used to calculate Completion Rate II – number of completers.

Non-completers: Number of grade 9-12 students designated as official dropouts.

in Class: The denominator used to calculate Completion Rate II – number of students in the class.

Completion Rate II: The percent of students that completed high school – *# Completers* divided by *# in Class*.

Completion Rate II (Grades 9-12) Required Improvement: Moves an AEC of Choice or charter to *AEA: Academically Acceptable* if the AEC of Choice or charter demonstrates sufficient improvement on the Completion Rate II to meet a standard of 60.0% within two years.

Actual Change: The difference between the Completion Rate II for the Classes of 2008 and 2007. *Actual Change* must be equal to or greater than the *Improvement Required*. *Actual Change* is always shown when two years of data are available.

In this example, Required Improvement will be calculated; therefore, *Met Minimum Size Requirements?*, *Improvement Required*, and *Met Required Improvement?* will be shown on the final data table.

8. **Annual Dropout Rate (Grades 7-12):** One of the three AEA base indicators on which AECs and charters are evaluated. This annual rate is grade 7-12 dropouts as a percent of all students enrolled at the AEC or charter in grades 7-12 in a single school year.

Analysis Groups Evaluated: Analysis groups used to determine AEA ratings are marked with an 'X.'

Dropouts: The numerator used to calculate Annual Dropout Rate – number of grade 7-12 students designated as official dropouts.

Students in Grades 7-12: The denominator used to calculate Annual Dropout Rate – number of grade 7-12 students in attendance at any time during the school year.

Dropout Rate: The percent of students that dropped out of school – *# Dropouts* divided by *# Students in Grades 7-12*.

Annual Dropout Rate (Grades 7-12) Required Improvement: Moves an AEC or charter to *AEA: Academically Acceptable* if the AEC or charter demonstrates a sufficient decline in the Annual Dropout Rate to be at 20.0% in two years.

Actual Change: The difference between the 2007-08 and 2006-07 Annual Dropout Rates. *Actual Change* is always shown when two years of data are available.

FINAL DATA TABLES

Preview data tables will be available only via TEASE prior to finalizing accountability ratings. Ratings will be released on July 31, 2009. Final data tables that include masked data will be online and available to districts and the public on July 31. See *Chapter 19 – Calendar* for other important dates.

The following will appear on the final data tables:

Accountability Ratings. AEA rating labels are:

- *AEA: Academically Acceptable,*
- *AEA: Academically Unacceptable, or*
- *AEA: Not Rated – Other.*

Messages. When applicable, these messages appear in the top section of the data table after the rating label:

- District at-risk TAKS data used. (AEC only)
- District at-risk Completion Rate II used. (AEC of Choice only)
- District at-risk Annual Dropout Rate used. (AEC only)
- Residential Facilities are not evaluated on Completion Rate II. (Residential Facility only)
- This campus is not rated due to grade span. (AEC only)
- Charter operates only Residential Facilities. (charter only)
- Charter exceeds threshold for underreported students. (charter only)

- Special Analysis conducted. (AEC or charter)
- Completion Rate II not evaluated due to grade span, small numbers, or no data. (AEC or Charter or charter)
- Annual Dropout Rate not evaluated due to grade span, small numbers, or no data. (AEC or charter)
- Rating is not based on data shown in the table (Hurricane Ike Provision used). (AEC or charter)
- Campus data excluded from district rating calculation due to TEC §39.072(d). (AEC only)
- This charter is not rated. All campus data are excluded from the district rating calculation due to TEC §39.072(d). (charter only)
- Rating changed due to an appeal. Data not modified. (AEC or charter)

Required Improvement. The final data table shows all calculations for Required Improvement when calculated:

- *Met Minimum Size Requirements?* – “Y” or “N” is shown.
- *Actual Change* – The difference between current-year and prior-year data.
- *Improvement Required* – The amount of change needed for Required Improvement to be met.
- *Met Required Improvement?* – If Required Improvement is calculated, “Y” or “N” is shown depending on the comparison of *Actual Change* to the *Improvement Required*.

MASKED DATA

As in the past, performance on the data tables posted to the agency website is masked when there are very small numbers of tests or students in the denominator of the measure. Additionally, all performance at or near 0% or 100% is masked. It is necessary to mask data that potentially reveals the performance of a student in order to be in compliance with *FERPA*.

AEA SUMMARY

Two tables follow that summarize the 2009 AEA procedures. *Table 20* provides an overview of the requirements for achieving the *AEA: Academically Acceptable* rating label. An AEC or charter must meet the criteria for every applicable measure to be rated *AEA: Academically Acceptable*. If the criteria are not met for every measure, then *AEA: Academically Unacceptable* is assigned.

For example, to be rated *AEA: Academically Acceptable*, an AEC or charter must satisfy all requirements for each indicator evaluated. As shown, AECs and charters can meet the criteria for the *AEA: Academically Acceptable* rating by either meeting an absolute performance standard or demonstrating Required Improvement for the indicators.

Table 21 provides a detailed overview of the 2009 AEA procedures. For each of the indicators, *Table 21* provides a brief definition, use of district at-risk data, the rounding methodology, the standards, the accountability subset methodology, subjects, student groups, minimum size criteria, and application of Required Improvement.

Table 20: Requirements for 2009 AEA: Academically Acceptable Rating

Indicators/Features	AECs of Choice	Residential Facilities	Charters
Assessment Indicator			
TAKS Progress All Students and each student group that meets minimum size criteria: African American Hispanic White Econ. Disadv.	Meets 50% Standard or Demonstrates Required Improvement (RI) or Meets 50% Standard Using District At-Risk Data or Demonstrates RI Using District At-Risk Data		Meets 50% Standard or Demonstrates RI
Completion/Dropout Indicators			
Completion Rate II All Students only (if minimum size criteria are met)	Meets 60.0% Standard or Demonstrates RI or Meets 60.0% Standard Using District At-Risk Data or Demonstrates RI Using District At-Risk Data	Residential Facilities are not evaluated on Completion Rate II.	Meets 60.0% Standard or Demonstrates RI
Annual Dropout Rate All Students only (if minimum size criteria are met)	Meets 20.0% Standard or Demonstrates RI or Meets 20.0% Standard Using District At-Risk Data or Demonstrates RI Using District At-Risk Data		Meets 20.0% Standard or Demonstrates RI
Additional Features			
Required Improvement (RI)	RI is calculated for the TAKS Progress, Completion Rate II, and Annual Dropout Rate indicators when the standards are not met and when prior year minimum size requirements are met.		
Use of District At-Risk Data	TAKS data of at-risk students in the district are used when the 50% standard and RI are not met based on fewer than 10 tests or when there are no TAKS tests. Completion Rate II of at-risk students in the district is used when the 60.0% standard and RI are not met or when students in any grades 9-12 are served but there is no Completion Rate II. Annual Dropout Rate of at-risk students in the district is used when the 20.0% standard and RI are not met.	Residential Facilities are not evaluated on Completion Rate II.	Performance results of all students in the accountability subset are used in determining the charter rating. The charter rating is not limited to evaluation of at-risk students.
Special Analysis	Special Analysis is conducted when there are fewer than 10 at-risk TAKS tests in the district or charter.		Special Analysis is conducted when there are fewer than 10 TAKS tests in the charter.
Data Integrity	None		Charters are subject to underreported student standards, although the charter AEA rating is not affected.
Hurricane Ike Provision	For eligible charters and AECs, if the 2009 rating is AEA: <i>Academically Unacceptable</i> , then the charter or AEC will be rated AEA: <i>Not Rated – Other</i> .		

Table 21: Overview of 2009 AEA Procedures

	TAKS Progress Grades 3-12	Completion Rate II Grades 9-12	Annual Dropout Rate Grades 7-12
Use/Definition	<p>TAKS tests meeting the student passing standard or meeting TPM (grades 3-10) or meeting TGI (grade 11) and TAKS exit-level retests meeting the student passing standard at the spring administrations or in the previous fall or summer divided by total TAKS tests taken and TAKS exit-level retests meeting the standard.</p> <p>Results are summed across grades and subjects. Spanish results are included. Second administration results of grades 3, 5, and 8 reading and grades 5 and 8 mathematics are included. Make-up tests taken within testing window are included. Some TAKS (Accommodated) results are included.</p>	<p>A prior year indicator that evaluates graduates, continuing students, and GED recipients, expressed as a percent of total students in the Completion Rate II class.</p> <p>AECs of Choice that do not serve students in any of grades 9-12 are not evaluated on Completion Rate II.</p> <p>Residential Facilities are not evaluated on Completion Rate II.</p>	<p>A prior year indicator that evaluates the number of grade 7-12 students designated as official dropouts divided by the number of grade 7-12 students in attendance at any time during the school year.</p> <p>If minimum size requirements for All Students are not met, then do not evaluate Annual Dropout Rate.</p>
District At-Risk Data	The AEC is evaluated on performance of at-risk students in the district if the AEC does not meet the standard or demonstrate RI based on fewer than 10 tests or if the AEC has no TAKS results.	The AEC of Choice is evaluated on Completion Rate II of at-risk students in the district if the AEC of Choice does not meet the standard or demonstrate RI or if the AEC of Choice serves students in any of grades 9-12 but does not have a Completion Rate II.	The AEC is evaluated on Annual Dropout Rate of at-risk students in the district if the AEC does not meet the standard or demonstrate RI.
Rounding	Whole Numbers	One Decimal	
Standards	50%	60.0%	20.0%
Accountability Subset	<p>Campus accountability subset holds the AEC accountable for students enrolled at the AEC on the fall snapshot and testing dates, but does not apply to exit-level retests.</p> <p>District accountability subset holds the charter accountable for students enrolled at the charter on the fall snapshot and testing dates, but does not apply to exit-level retests.</p>	Completion/Dropout data are attributed to the student's last campus of attendance.	
Subjects	Mathematics, Reading/ELA, Social Studies, Science, Writing	N/A	
Student Groups	All Students and African American, Hispanic, White, Economically Disadvantaged	All Students	All Students
Minimum Size Criteria			
All Students	All Students tests are always evaluated	≥ 10 dropouts (non-completers) and ≥ 10 students	≥ 10 dropouts and ≥ 10 students
Student Groups	30-49 tests for the student group and the student group represents at least 10% of All Students tests or at least 50 tests	N/A	N/A

Table 21: Overview of 2009 AEA Procedures (continued)

	TAKS Progress Grades 3-12	Completion Rate II Grades 9-12	Annual Dropout Rate Grades 7-12
Required Improvement (RI) – A gate up to AEA: <i>Academically Acceptable</i>			
Use/Definition	The AEC or charter must demonstrate sufficient gain in TAKS Progress to be at 50% within 2 years.	The AEC of Choice or charter must demonstrate sufficient gain in Completion Rate II to be at 60.0% within 2 years. Residential Facilities are not evaluated on Completion Rate II.	The AEC or charter must demonstrate sufficient decline in Annual Dropout Rate to be at 20.0% within 2 years. Improvement will appear as a negative number to demonstrate decline in the dropout rate.
Actual Change	2009 performance minus 2008 performance	Class of 2008 rate minus Class of 2007 rate	2007-08 rate minus 2006-07 rate
Improvement Required	Gain needed to reach 50% standard in 2 years	Gain needed to reach 60.0% standard in 2 years	Decline needed to reach 20.0% standard in 2 years
Minimum Size	Meets minimum size in current year and has at least 10 tests in prior year	Meets minimum size in current year and has at least 10 students in Completion Rate II class in prior year	Meets minimum size in current year and has at least 10 students in grades 7-12 in the prior year
Rounding	Whole Numbers	One Decimal	

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Chapter 13 – AEA Gold Performance Acknowledgments

The alternative education accountability (AEA) Gold Performance Acknowledgment (GPA) system acknowledges alternative education campuses (AECs) and charters for high performance on indicators other than those used to determine accountability ratings.

There are significant differences between the AEA GPA indicators and the GPA indicators used under standard accountability procedures as described in *Chapter 5*.

- There are 13 AEA GPA indicators. The two Comparable Improvement indicators are inappropriate for AECs and charters and will not be evaluated for AEA GPA.
- An Attendance Rate standard of 95.0% is applied to all AECs and charters under AEA GPA.
- Performance is evaluated for All Students only. Student groups are not evaluated separately.

The GPA indicators are in statute (*Texas Education Code*) or determined by the Commissioner of Education. Acknowledgment is given for high performance on the indicators below.

- Advanced Course/Dual Enrollment Completion
- Advanced Placement/International Baccalaureate (AP/IB) Results
- Attendance Rate
- College-Ready Graduates
- Commended Performance: Reading/English Language Arts (ELA)
- Commended Performance: Mathematics
- Commended Performance: Writing
- Commended Performance: Science
- Commended Performance: Social Studies
- Recommended High School Program/Distinguished Achievement Program (RHSP/DAP)
- SAT/ACT Results (College Admissions Tests)
- Texas Success Initiative (TSI) – Higher Education Readiness Component: ELA
- Texas Success Initiative – Higher Education Readiness Component: Mathematics

Acknowledgment Categories

Acknowledgments are awarded separately on each of the 13 AEA GPA indicators.

Acknowledged. Assigned to AECs and charters with:

- a rating of *AEA: Academically Acceptable*; and
- performance results that meet the standard on the AEA GPA indicator(s).

Does Not Qualify. Assigned to AECs and charters with performance results to evaluate but:

- the performance results do not meet the standard; or
- the AEC or charter is rated *AEA: Academically Unacceptable*. (Those that are later granted a higher rating on appeal are eligible to be evaluated and may earn acknowledgments.)

Not Applicable. Assigned to AECs and charters with:

- no performance results to evaluate; or
- a rating of AEA: *Not Rated – Other* (due to insufficient data or no students enrolled in grades tested).

Table 22: AEA GPA Standards for 2009

Indicator	Description	Standard	Year of Data
Advanced Course/Dual Enrollment Completion	Percent of 9 th –12 th graders completing and receiving credit for at least one Advanced/Dual Enrollment Course	≥30.0%	2007-08
AP/IB Results	Percent of 11 th and 12 th graders taking at least one AP or IB examination <i>AND</i>	≥15.0% <i>AND</i>	2007-08
	Percent of 11 th and 12 th grade examinees scoring at or above the criterion on at least one examination (3 and above for AP; 4 and above for IB)	≥50.0%	
Attendance Rate	Attendance Rate for students in grades 1-12, the total number of days present divided by the total number of days in membership	95.0% (all AECs and charters)	2007-08
College-Ready Graduates	Percent of graduates who scored at or above the criterion score on both the TAKS exit-level, SAT, or ACT ELA and mathematics tests	≥35%	Class of 2008
Commended Performance: Reading/ELA Mathematics Writing Science Social Studies	Percent of examinees scoring at or above the TAKS commended performance standard (scale score of 2400 with a 2 or higher on the ELA essay or a 3 or higher on the writing essay)	≥30%	Spring 2009
RHSP/DAP	Percent of graduates meeting or exceeding requirements for the RHSP/DAP	≥85.0%	Class of 2008
SAT/ACT Results	Percent of graduates taking either the SAT or ACT <i>AND</i>	≥70.0% of graduates <i>AND</i>	Class of 2008
	Percent of examinees scoring at or above the criterion score (SAT 1110; ACT Composite 24)	≥40.0% at or above criterion	
TSI - Higher Education Readiness Component: ELA Mathematics	Percent of grade 11 examinees with a scale score of 2200 or more and a score of 3 or higher on the ELA essay	≥60%	Spring 2009

AEA GPA Indicators

ADVANCED COURSE/DUAL ENROLLMENT COMPLETION

This indicator is based on a count of students who complete and receive credit for at least one advanced course in grades 9-12. Advanced courses include dual enrollment courses. Dual enrollment courses are those for which a student gets both high school and college credit. See *Appendix D – Data Sources* for a link to a list of advanced courses.

Who is eligible: AECs and charters with grades 9, 10, 11, and/or 12 that are rated AEA: *Academically Acceptable*.

Standard: For acknowledgment on this indicator, at least 30.0% of the 2007-08 students in grades 9-12 must receive credit for at least one advanced course.

Methodology:

$$\frac{\text{number of students in grades 9-12 who received credit for at least one advanced course}}{\text{number of students in grades 9-12 who completed at least one course}}$$

Year of Data: 2007-08

Data Source: PEIMS Submission 3 (June 2008)

Other information:

- *Special Education.* Performance of students served by special education is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 24.879% is rounded to 24.9%.

ADVANCED PLACEMENT/INTERNATIONAL BACCALAUREATE (AP/IB) RESULTS

This refers to the results of the College Board AP examinations and the IB examinations taken by Texas public school students in a given school year. High school students may take these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

Who is eligible: AECs and charters with grades 11 and/or 12 that are rated *AEA: Academically Acceptable*.

Standard: For acknowledgment on this indicator, the AEC or charter must meet both participation and performance standards.

- At least 15.0% of the non-special education 11th and 12th graders must be taking at least one AP or IB examination; *and*
- At least 50.0 % of those tested must score at or above the criterion score on at least one AP or IB examination.

Methodology:

Participation:

$$\frac{\text{number of 11th and 12th graders taking at least one AP or IB examination}}{\text{total non-special education students enrolled in 11th and 12th grades}}$$

and

Performance:

$$\frac{\text{number of 11th and 12th graders with at least one score at or above the criterion score}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

Year of Data: 2007-08 school year

Data Source: The College Board; The International Baccalaureate Organization; and PEIMS Submission 1 (October 2007)

Other information:

- *Criterion Score.* The criterion score is 3 or above on AP tests and 4 or above on IB examinations.
- *Special Education.* For *participation*, 11th and 12th graders served by special education who take an AP or IB examination are included in the numerator, but not the denominator. This may have a slight positive effect on the percent reported.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 49.877% is rounded to 49.9%.

ATTENDANCE RATE

Attendance rates are based on student attendance for the entire school year for students in grades 1-12.

Who is eligible: AECs and charters whose grade span is within grades 1-12 that are rated *AEA: Academically Acceptable*.

Standard: For acknowledgment on this indicator, the AEC or charter must have at least 95.0% attendance rate.

Methodology:

$$\frac{\text{total number of days students in grades 1-12 were present in 2007-08}}{\text{total number of days students in grades 1-12 were in membership in 2007-08}}$$

Year of Data: 2007-08

Data Source: PEIMS Submission 3 (June 2008)

Other information:

- *Time Span.* Attendance for the entire school year is used.
- *Special Education.* This measure includes students served by special education.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 95.877% is rounded to 95.9%.

COLLEGE-READY GRADUATES

This indicator measures the progress toward preparation for post-secondary success and shows the percent of graduates who scored at or above the criterion score on both the TAKS exit-level, SAT, or ACT ELA and mathematics tests.

A single College-Ready Graduates indicator combining ELA and mathematics is evaluated.

Who is eligible: AECs and charters with graduates that are rated *AEA: Academically Acceptable*.

Standard: For acknowledgment on this indicator, at least 35% of all 2008 graduates meet or exceed the criterion score on both the TAKS exit-level, SAT, or ACT ELA and mathematics tests.

Methodology:

number of graduates who scored at or above the college-ready criteria on ELA *and* mathematics
number of graduates with results in ELA *and* mathematics to evaluate

Year of Data: Class of 2008**Data Source:** PEIMS Submission 1 (October 2008); Pearson Educational Measurement; The College Board (SAT); and ACT, Inc. (ACT)**Other Information:**

- *Criteria Scores.* The table below details the criteria scores by subject that must be met for a graduate to be considered college-ready on this indicator.

Subject	Exit-Level TAKS		SAT		ACT
ELA	≥ 2200 scale score on ELA test <i>and</i> a "3" or higher on essay	or	≥ 500 on Critical Reading <i>and</i> ≥ 1070 Total *	or	≥ 19 on English <i>and</i> ≥ 23 Composite
Math	≥ 2200 scale score	or	≥ 500 on Math <i>and</i> ≥ 1070 Total *	or	≥ 19 on Math <i>and</i> ≥ 23 Composite

* Total is the sum of Critical Reading and Mathematics. It does not include Writing.

- *TAKS (Accommodated).* The TAKS (Accommodated) ELA and mathematics results are included in this indicator.
- *Special Education.* This measure includes graduates served by special education.
- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 49.877% is rounded to 50%.

COMMENDED PERFORMANCE INDICATORS: READING/ELA, MATHEMATICS, WRITING, SCIENCE, AND SOCIAL STUDIES

TAKS Commended Performance is the highest performance level set by the State Board of Education (SBOE) on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

A Commended Performance indicator is evaluated for each of the following TAKS subjects: reading/ELA, mathematics, writing, science, and social studies.

Who is eligible: AECs and charters that are rated *AEA: Academically Acceptable* and test students in any of the TAKS subjects below:

- reading (grades 3-9) or ELA (grades 10 and 11),
- mathematics (grades 3-11),
- writing (grades 4 and 7),
- science (grades 5, 8, 10, and 11), or
- social studies (grades 8, 10, and 11).

Standard: For acknowledgment on these indicators, the AEC or charter must have at least 30% of its examinees scoring at or above the Commended Performance standard.

Methodology:

number of test takers achieving *Commended Performance* on
reading/ELA, mathematics, writing, science, or social studies

total number of test takers in
reading/ELA, mathematics, writing, science, or social studies

Year of Data: 2008-09

Data Source: Pearson Educational Measurement

Other information:

- *TAKS (Accommodated).* The TAKS (Accommodated) results below are included in the Commended Performance indicators beginning in 2008.
 - ELA (grade 11)
 - Mathematics (grade 11)
 - Science (grades 5, 8, 10, and 11; grade 5 Spanish)
 - Social Studies (grades 8, 10, and 11)
- *Scale Scores.* For reading, mathematics, science, and social studies, Commended Performance is a scale score of at least 2400. For ELA, a scale score of at least 2400 with a score of 2 or higher on the essay is required to be Commended. For writing, a scale score of at least 2400 with a score of 3 or higher on the essay is required to be Commended.
- *Student Success Initiative.* Students who meet the Commended Performance standard in either the March or April/May administrations of TAKS reading or mathematics are included.
- *Mobility.* Students who move between AECs after October 31, 2008 and before the date of testing are not included in the evaluation of campuses; students who move between charters after October 31, 2008 and before the date of testing are not included in the evaluation of charters. See *Table 4 – Accountability Subset in Chapter 2* for more information.
- *Special Education.* Performance of students served by special education who took the TAKS or TAKS (Accommodated) is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 24.877% is rounded to 25%.

RECOMMENDED HIGH SCHOOL PROGRAM/DISTINGUISHED ACHIEVEMENT PROGRAM (RHSP/DAP)

This indicator shows the percent of graduates who were reported as having satisfied the course requirements for the Texas SBOE RHSP or DAP.

Who is eligible: AECs or charters with graduates that are rated *AEA: Academically Acceptable*.

Standard: For acknowledgment on this indicator, at least 85.0% of all 2008 graduates reported must meet or exceed the requirements for the RHSP or DAP.

Methodology:

number of graduates reported with graduation codes for *RHSP* or *DAP*

number of graduates

Year of Data: Class of 2008

Data Source: PEIMS Submission 1 (October 2008)

Other information:

- *Special Education.* This measure includes graduates served by special education.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 79.877% is rounded to 79.9%.

SAT/ACT RESULTS

This indicator shows the performance and participation on two college admissions tests: the College Board's SAT Reasoning Test and ACT, Inc.'s ACT Assessment.

Who is eligible: AECs and charters with graduates that are rated *AEA: Academically Acceptable*.

Standard: For acknowledgment on this indicator, the AEC or charter must meet both participation and performance standards.

- At least 70.0% of the class of 2008 non-special education graduates must take either the ACT or the SAT; *and*
- At least 40.0% of those examinees must score at or above the criterion score on at least one examination.

Methodology:

Participation:

$$\frac{\text{number of graduates taking either the SAT or the ACT}}{\text{total non-special education graduates}}$$

Performance:

and

$$\frac{\text{number of examinees at or above the criterion score}}{\text{number of graduates taking either the SAT or the ACT}}$$

Year of Data: Class of 2008

Data Source: The College Board (SAT) and ACT, Inc. (ACT)

Other information:

- *SAT Reasoning Test.* Although the SAT now includes a writing assessment, performance on writing is not used for determining GPA. The writing component may be incorporated into this GPA indicator in the future.
- *Criterion.* The criterion score is 1110 on the SAT (the sum of the critical reading and mathematics scores) or 24 on the ACT (composite).
- *Most Recent Test.* Annually, both testing companies provide the agency with information on the most recent test participation and performance of graduating seniors from all Texas public schools. Only one record is sent per student. If a student takes an ACT or SAT test more than once, the agency receives the record for the most recent examination taken, not necessarily the examination with the highest score.

- *Both Tests Taken.* If a student takes both the SAT and the ACT, the information is combined so that an unduplicated count of students is used. If the student scored above the criterion on either the SAT or ACT, that student is counted as having scored above the criterion.
- *Campus ID.* The student taking the test identifies the campus to which a score is attributed.
- *Special Education.* For *participation*, graduates served by special education who take the ACT or SAT are included in the numerator, but not the denominator. This may have a slight positive effect on the percent reported.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 69.877% is rounded to 69.9%.

TEXAS SUCCESS INITIATIVE (TSI) – HIGHER EDUCATION READINESS COMPONENT INDICATORS: ELA AND MATHEMATICS

These indicators show the percent of grade 11 students who are considered ready to begin college-level work, based on their performance on the TAKS exit-level examination.

A TSI – Higher Education Readiness Component indicator is evaluated for each of the following TAKS subjects: ELA and mathematics.

Who is eligible: AECs and charters that test grade 11 students on the exit-level TAKS ELA or mathematics that are rated *AEA: Academically Acceptable*.

Standard: For acknowledgment on this indicator the AEC or charter must have at least 60% of its examinees scoring at or above the TSI standard. The Texas Higher Education Coordinating Board set the standard of college readiness on the exit-level TAKS at a scale score of 2200 for mathematics and ELA with a score of 3 or higher on the ELA essay.

Methodology:

$$\frac{\text{number of grade 11 test takers with a scale score of 2200 on mathematics or 2200 and a score of 3 or higher on the essay of the ELA test}}{\text{total number of grade 11 students taking mathematics or ELA}}$$

Year of Data: 2008-09

Data Source: Pearson Educational Measurement

Other information:

- *TAKS (Accommodated).* TAKS (Accommodated) ELA and mathematics results for grade 11 are included in the TSI – Higher Education Readiness Component indicators.
- *Mobility.* Students who move between AECs after October 31, 2008 and before the date of testing are not included in the evaluation of AECs; students who move between charters after October 31, 2008 and before the date of testing are not included in the evaluation of districts. See *Table 4 – Accountability Subset in Chapter 2* for more information.
- *Special Education.* Performance of students served by special education who took the TAKS or TAKS (Accommodated) is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 49.877% is rounded to 50%.

NOTIFICATION OF ACKNOWLEDGMENT

Notification of AEA GPA will occur in late October 2009 at the same time as the 2009 ratings update that follows the resolution of all appeals. (See *Chapter 19 – Calendar* for more details.) At that time, the district lists and data tables on the TEA website will be updated to show the acknowledgments earned.

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Chapter 14 – AEA Glossary and Index

Alternative Education Accountability Gold Performance Acknowledgment (AEA GPA):

Recognizes charters and campuses rated *AEA: Academically Acceptable* for high performance on indicators other than those used to determine accountability ratings. Acknowledgment is given for high performance on:

- Advanced Course/Dual Enrollment Completion
- Advanced Placement/International Baccalaureate (AP/IB) Results
- Attendance Rate
- College-Ready Graduates
- Commended Performance: Reading/English Language Arts (ELA); Mathematics; Writing; Science; and Social Studies
- Recommended High School Program/Distinguished Achievement Program (RHSP/DAP)
- SAT/ACT Results (College Admissions Tests)
- Texas Success Initiative – Higher Education Readiness Component: ELA and Mathematics

See *Chapter 13 – AEA GPA* for detailed information.

Alternative Education Campus (AEC) of Choice: Alternative education programs provide accelerated instructional services to students at risk of dropping out of school. At-risk students enroll at AECs of Choice to expedite progress toward performing at grade level and high school completion.

Annual Dropout Rate: Grade 7-12 dropouts as a percent of total students enrolled at the AEC in grades 7-12 in a single school year. The National Center for Education Statistics (NCES) Dropout Definition is later in this chapter.

At-Risk: In accordance with Texas Education Code (TEC) §29.081(d), a "student at risk of dropping out of school" includes each student who is under 21 years of age and who:

- (1) was not advanced from one grade level to the next for one or more school years;
- (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- (3) did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- (5) is pregnant or is a parent;
- (6) has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;

- (7) has been expelled in accordance with TEC §37.007 during the preceding or current school year;
- (8) is currently on parole, probation, deferred prosecution, or other conditional release;
- (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- (10) is a student of limited English proficiency, as defined by TEC §29.052;
- (11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- (12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- (13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Campus Accountability Subset: Only test results for students enrolled on the same campus on the PEIMS enrollment snapshot date (the last Friday in October) and on the testing date are included in the campus performance measure.

Completion Rate II Indicator: Longitudinal rate that shows the percent of students who graduate, receive a General Educational Development (GED) certificate, or who are continuing their education four years after first attending grade 9. These students' progress is tracked over the four years using data provided to the Texas Education Agency (TEA) by districts and charters and data available in the statewide GED database. Graduates, continuing students (students who return to school for a fifth year), and GED recipients are counted as completers in the calculation of Completion Rate II.

District Accountability Subset: Only test results for students enrolled in the same charter on the PEIMS enrollment snapshot date (the last Friday in October) and on the testing date are included in the charter performance measure.

Hurricane Ike Provision: If the 2009 rating is *AEA: Academically Unacceptable*, then eligible charters and AECs will be rated *AEA: Not Rated – Other*.

NCES Dropout Definition: Under this definition, a dropout is a student who is enrolled in Texas public school in grade 7-12, does not return to Texas public school the following fall, is not expelled, and does not graduate, receive a GED certificate, continue high school outside the Texas public school system or begin college, or die. See *Appendix I* for more information.

Registered AEC: Term used to refer collectively to AECs of Choice and Residential Facilities that are registered for evaluation under AEA procedures and meet the at-risk registration criterion.

Required Improvement: Compares prior-year performance to current-year performance. In order to qualify for this comparison, the target group (All Students or any student group) must meet a minimum size requirement for the prior year.

Residential Facility: Education services are provided to students in residential programs and facilities operated under contract with the Texas Youth Commission (TYC), students in detention centers and correctional facilities that are registered with the Texas Juvenile Probation Commission (TJPC), and students in private residential treatment centers.

School Leaver Provision (SLP) for 2009. In April 2008, the Commissioner of Education announced that the 2009 SLP would apply only to the Annual Dropout Rate indicator evaluated under AEA procedures. However, revising the Annual Dropout Rate standard to 20.0% eliminates the need to use the SLP in 2009 and beyond.

Special Analysis: Ensures that ratings based on small numbers of tests are assigned appropriately. Special Analysis consists of analyzing current and past performance data to determine if the initial rating assigned under the automated evaluation process is an aberration or an indication of consistent performance. Special analysis is conducted at the AEC level when there are fewer than 10 at-risk TAKS tests in the district or charter. Special analysis is conducted at the charter level when there are fewer than 10 TAKS tests in the charter.

TAKS (Accommodated): This assessment has the same questions as the TAKS, but allows certain accommodations for students with disabilities. Performance on these tests is being phased into the accountability system over three years. The TAKS (Accommodated) results below are included in the TAKS Progress indicator beginning in 2008. In 2010, performance on all TAKS (Accommodated) tests will be used in the accountability system.

- English Language Arts (ELA) (grade 11)
- Mathematics (grade 11)
- Science (grades 5, 8, 10, and 11; grade 5 Spanish)
- Social Studies (grades 8, 10, and 11)

TAKS Progress Indicator: The TAKS Progress indicator includes TAKS tests meeting the student passing standard *or* meeting the Texas Projection Measure (TPM) at grades 3-10 *or* meeting the Texas Growth Index (TGI) grade 11 *and* TAKS exit-level retests meeting the student passing standard at the spring administrations (April/May and March) or in the previous fall or summer (October and July).

Texas Growth Index (TGI): Developed for accountability purposes to evaluate individual student growth from one year to the next on the TAKS. The TGI compares how students taking a TAKS subject test in one year perform on the same TAKS subject test in the next higher grade the following year. An individual TGI score indicates the amount of growth for each student in relation to the average growth of all students who performed at the same level in the base year. The TGI score of zero (0) indicates that the year-to-year change in scale score is equal to the average change. The TGI measures growth for a student who passes as well as a student who does not pass the TAKS.

Texas Projection Measure (TPM): TPM is a multi-level regression-based model that predicts student performance by subject in the next high-stakes grade (5, 8, and 11). A student projected to be at or above proficiency in the next high stakes grade is determined to have met the improvement standard.

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**The 2009 Accountability Rating System
for Texas Public Schools and School Districts**

Part 3

**Items Common to
Standard and AEA Procedures**

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Chapter 15 – Appealing the Ratings

Providing superintendents with the opportunity to appeal accountability ratings has been a feature of the state accountability system since 1994. Superintendents may appeal the state accountability ratings for both standard and alternative education accountability (AEA) procedures, by following the guidelines provided in this chapter.

Below are the dates for appealing ratings. **These deadlines are final. To maintain a fair appeals process, no late appeals will be considered.**

APPEALS CALENDAR

June 18, 2009	<i>Dropout/Completion Lists.</i> Superintendents are given access to confidential lists of dropouts and lists of completion cohort membership. These reports provide a preview of the data that will be used to calculate the Annual Dropout Rate and Completion Rate base indicators for the state accountability ratings.
July 16, 2009	<i>Preview Data Tables.</i> Superintendents are given access to confidential preview accountability data tables for their district and campuses showing all state accountability indicator data. Principals and superintendents can use these data tables to anticipate their campus and district accountability ratings. Appeals may be submitted <i>by the superintendent</i> after receipt of the preview data tables.
July 31, 2009	<i>Ratings Release.</i> Due to the short timeline between the transmittal of the preview data tables and the ratings release date, no appeals will be resolved before the ratings release.
August 14, 2009	<i>Appeals Deadline.</i> Appeals must be postmarked no later than August 14, 2009 in order to be considered.
Late October, 2009	<i>Ratings Update.</i> The outcome of all appeals will be reflected in the ratings update scheduled for October, 2009. At that time the TEA website will be updated.

A more detailed calendar can be found in *Chapter 19 – Calendar*.

General Considerations

APPEALS ARE NOT A DATA CORRECTION OPPORTUNITY!

The numbers shown on the data tables (and later on other agency products, such as the AEIS reports) are final and cannot be changed, even if an appeal is granted.

Appeals should be based upon a data or calculation error attributable to the Texas Education Agency, regional education service centers, or the test contractor for the student assessment program. However, problems due to district errors in PEIMS data submissions or on TAKS answer sheets are considered on a case-by-case basis. Statute permits consideration of data reporting quality in evaluating the merits of an appeal. Poor data quality is not a valid reason to appeal.

CHANGED RATINGS ONLY

Only appeals that would result in a changed rating will be considered.

NO GUARANTEED OUTCOMES

Appeals that follow these guidelines are not guaranteed to be granted. Each appeal is evaluated based on the details of its unique situation. Well-written appeals that follow the guidelines are more easily processed, but they are not necessarily granted.

SITUATIONS NOT FAVORABLE FOR APPEAL

One strength of the state accountability system is that the rules are applied uniformly to all campuses and districts. Therefore, a request to make exceptions for how the rules are applied to a single campus or district is viewed unfavorably and will most likely be denied. Examples of some appeals seeking inconsistent rule application follow. Because some examples apply to both standard and AEA procedures and some are unique to one set of procedures or the other, the examples are subdivided accordingly:

Examples applicable to both standard and AEA procedures:

- *Campus Mobility.* A request to include the performance of students who were excluded due to the appropriate use of the campus mobility subset criteria would likely be denied.
- *Rounding.* A request to compute Required Improvement, student group percentages, or indicator values differently from the method described in this *Manual* would likely be denied.
- *Minimum Size Criteria.* A request to evaluate student groups using minimum size criteria different from those described in this *Manual* would likely be denied.
- *Campus Configuration Changes.* A request for re-computation of prior year results due to changes in campus configurations would likely be denied.

Examples applicable to standard procedures:

- *Exceptions Provision.* Exceptions are automatically applied; a request for additional exceptions or to defer use of an exception until 2010 would likely be denied.
- *Pairing.* A request to alter pairing relationships that districts had the opportunity to determine by April 24, 2009 would likely be denied.
- *New and Academically Unacceptable.* A request to assign the *Not Rated: Other* label to campuses that are *Academically Unacceptable* in their first year of operation would likely be denied.
- *Floors.* A request to waive the floor requirements when applying either the Exceptions Provision or Required Improvement would likely be denied.

Examples applicable to AEA procedures:

- *Late Registration Requests.* A request submitted after October 31, 2008 to be registered as an alternative education campus (AEC) in order to be evaluated under AEA procedures would likely be denied.

- *At-risk Criterion.* A request by AECs or charter operators to be evaluated under AEA procedures when they did not meet the at-risk criterion or applicable safeguards for 2009 ratings would likely be denied.
- *Late Requests by Charters with the Option to be Evaluated under AEA Procedures.* A request submitted after May 15, 2009 for a charter operator to be evaluated under AEA procedures would likely be denied.

Guidelines

TAKS APPEALS

If a problem is identified with data received from the test contractor, the TAKS data may be appealed. An appeal of the TAKS indicators should reflect a serious problem such as a missing grade level or campus. However, coding errors on TAKS answer sheets will be considered on a case-by-case basis. Please note the following:

- If the district has requested that writing results be rescored, a copy of the dated request to the test contractor and the outcome of the rescored tests should be provided with the appeal. If the rescored results impact the rating, these appeals are necessary since rescored results may not be processed in time to include in the assessment data used to determine the accountability ratings released by July 31.
- If other serious problems are found, copies of correspondence with the test contractor should be provided with the appeal.
- Coding errors related to student demographic or program participation fields on the TAKS answer documents will be evaluated by reviewing the student's history in PEIMS.
- A request to include performance on a TAKS (Accommodated) test that is not part of the 2009 accountability system or to exclude performance that is part of this year's system would likely be denied.
- A request to alter the TEA methodology for combining the first and second administrations of grade 3 reading results, or for the first and second administrations of grade 5 and 8 reading and mathematics results would likely be denied.
- A request to alter the formulas, equations, or campus mean values for calculating a TPM outcome for a student would likely be denied. Appeals to substitute local projections for state-generated projections would likely be denied. Appeals to use TPM values that do not meet state accountability mobility subset rules or are based on TAKS (Accommodated) tests not included in the TAKS base indicator would likely be denied. See *Appendix D* for more detail on the selection of TPM values for use in state accountability.

Spring 2009 TAKS Corrections Window: As in 2008, in 2009 TEA offered districts the opportunity to correct the TEST TAKEN INFO field. This correction opportunity was available only for the primary administrations in the spring.

Changes to the TEST TAKEN INFO field submitted within the correction window will be included in the TAKS data files used in determining the 2009 accountability ratings. Appeals from districts that missed this corrections window would likely be denied. Corrections to fields other than the TEST TAKEN INFO field will not be used in determining

accountability ratings. For accountability purposes, student identification information, demographic or program participation, and score code status will be based on the information provided on the answer document at the time of testing.

School Closures Due to Swine Flu: Districts that were closed due to the flu outbreak during the week of April 27 were asked to administer the TAKS assessments the week following reopening. For example, districts that reopened the week of May 4th were asked to begin TAKS testing on Monday, May 11th. Districts that were closed because of the flu were also permitted to shift the administration of the grades 5 and 8 TAKS mathematics retest from Tuesday, May 19, to Wednesday through Friday of that week. All testing was to be completed by Friday, May 22. Results of tests administered late due to the flu will be included in the state accountability system with all of the other assessment results from the spring 2009 test administrations.

Districts may believe that certain situations stemming from the flu outbreak adversely affected TAKS performance. These include high absenteeism during testing; high levels of student anxiety at the time of testing; and deflated performance presumed to be due to interruption of the test schedule. All these cases are viewed as unfavorable for appeal. In the situations cited above, alternate outcomes had these situations not been present cannot be determined.

ANNUAL DROPOUT RATE APPEALS

Districts are responsible for providing accurate information to TEA, including the data used to determine the grade 7-8 and grade 7-12 annual dropout rate accountability indicators. Appeals of the Annual Dropout Rate indicator are handled on a case-by-case basis. Please note the following:

- The School Leaver Provision (SLP) is no longer in effect for dropout rates for 2009; under either standard procedures or AEA procedures. Districts and campuses must meet the applicable dropout rate criteria to achieve a rating. Districts cannot appeal to apply the SLP to either the grade 7-8 or the grade 7-12 Annual Dropout Rate indicators.
- As shown in *Chapter 19 – Calendar*, in June the agency provides superintendents access to lists of their dropouts as well as summary tables of the annual dropout rates. Only students shown as dropouts on these lists may be appealed. See *Appendix D – Data Sources* for more information about the processing of dropout data.
- Appeals from districts that located students after the last day of the school start window would likely be denied. This policy ensures that all districts have an equal opportunity to locate dropouts.
- No more than ten dropouts may be appealed for any campus or district.
- Data quality will be a consideration in evaluating the merits of a dropout rate appeal. Poor data quality is not a valid reason to appeal.

COMPLETION RATE APPEALS

Districts are responsible for providing accurate information to TEA, including the data used to determine the longitudinal completion rate accountability indicators. Appeals of the Completion Rate indicators are handled on a case-by-case basis. Please note the following:

- The SLP is no longer in effect for completion rates for 2009; under either standard procedures or AEA procedures. Districts and campuses must meet the applicable completion rate criteria to achieve a rating. Districts cannot appeal to apply the SLP to either Completion Rate I or Completion Rate II.
- For 2009, the use of the district Completion Rate I for secondary campuses without their own data continues to be suspended. These secondary schools are not evaluated on the Completion Rate I indicator in 2009.
- As shown in *Chapter 19 – Calendar*, the agency provides superintendents access to longitudinal completion information in June. This includes lists showing the final status of students in the 2008 cohort and summary tables of the longitudinal completion rates that will be used for accountability. Only students shown on these lists may be appealed. See *Appendix D – Data Sources* for more information completion data processing.
- The status of no more than ten non-completers or one percent of the non-completers in the cohort (whichever is larger) may be appealed for any campus or district.
- Data quality will be a consideration in evaluating the merits of a completion rate appeal. Poor data quality is not a valid reason to appeal.

GOLD PERFORMANCE ACKNOWLEDGMENT APPEALS

Gold Performance Acknowledgments (GPA) cannot be appealed. Campuses or districts that appeal an *Academically Unacceptable* rating will automatically receive any GPA earned if their appeal is granted and their rating is raised to *Academically Acceptable* or higher.

TECHNICAL ASSISTANCE TEAM (TAT) APPEALS

Campuses rated *Academically Acceptable* in 2009 under either standard or AEA procedures are identified for technical assistance teams if their 2008-09 performance does not meet the accountability standards established for the 2010 accountability system. The identification of a campus on the TAT list cannot be appealed. TAT identification occurs after the resolution of all appeals; therefore, campuses rated *Academically Acceptable* as a result of a granted appeal are considered for TAT list identification. Data are never changed as a result of granted appeals, so the data used for possible TAT identification may include data with documented quality problems. TAT identification occurs in November 2009 prior to final determination of all 2010 accountability system decisions. Should the commissioner's final decisions for 2010 alter the outcomes for any TAT-identified campuses, the TAT list will not be reconstructed. The TAT list published in November 2009 is final and all activities required for TAT listed campuses must proceed based on that list.

Special Circumstance Appeals

HURRICANE IKE

PEIMS Crisis Code: The assessment results of students displaced due to Hurricane Ike will be removed from the accountability data as stated in the April 2009 posting of the commissioner's final decisions for 2009 and beyond. The PEIMS Crisis Code from the fall 2008 enrollment record will be used to identify displaced students. Use of the code will rely on matching student identifying information on the test answer document with the PEIMS record.

Appeals that petition for rating changes due to problems with the PEIMS Crisis Code will be evaluated on a case-by-case basis. Requests to change a student's crisis code value will be evaluated against prior year attendance information to help confirm or refute the initial code value reported.

Requests to *include* results of students properly coded with the PEIMS Crisis Code are unfavorable for appeal.

Districts and Campuses Directly Impacted: The Hurricane Ike Provision allows for special evaluation of accountability ratings for eligible districts and campuses. A list of districts and campuses eligible for the provision is available will be posted to the agency website in May.

A district or campus directly impacted by Hurricane Ike, yet not identified as eligible may appeal to be afforded the same considerations as the identified districts and campuses if there are unique circumstances that warrant additional review. Also, districts and campuses with *Not Rated: Other* ratings due to application of the hurricane provision may appeal to have the system-generated rating applied instead. (See *Appendix K*.)

HURRICANES KATRINA AND RITA

The completion rates used for 2009 accountability may be negatively impacted by students who were displaced by Hurricanes Katrina or Rita during the 2005-06 school year because that school year is still part of the class of 2008 cohort.

A district may appeal the Completion Rate indicator when the campus or district rating is limited from the next higher rating due to a displaced student with a non-completion status. Only students with a final status of "dropout" during 2005-06 (the year of the hurricanes) will be considered favorable for appeal. This special circumstances appeal will be permitted through the 2010 accountability cycle, the last year students with a final status during 2005-06 are part of the cohort used for accountability. The district is required to supply appropriate documentation that the student was displaced due to one of the 2005 hurricanes. This appeal category applies to both standard and AEA procedures. As with all granted appeals, no changes will be made to the data shown on the reports.

MISSING TEXAS PROJECTION MEASURE VALUES

As detailed in *Appendix E*, not all students will have a Texas Projection Measure (TPM) value. For some, TPM values will not be calculated because of non-matching identification information between the current year and prior year student history. In cases where all demographic data within the current year can be matched, districts may appeal to use TPM values for these students. Districts must supply TPM values (the TPM Calculator provided on the TEA website may be used) and all supporting performance results for these students.

How to Submit an Appeal

Superintendents appealing an accountability rating must transmit a letter prior to the appeal deadline that includes the following:

- A statement that the letter is an appeal of the 2009 state accountability rating;
- The name and ID number of the district and/or campuses to which the appeal applies;
- The specific indicator(s) appealed;
- The problem, including details of the data affected and what caused the problem;

- If applicable, the reason(s) why the cause of the problem is attributable to TEA, a regional education service center, or the test contractor;
- The reason(s) why the change would result in a different rating, including calculations that support the different outcome;
- A statement that all information included in the appeal is true and correct to the superintendent's best knowledge and belief; and,
- The superintendent's signature on official district letterhead.

Other Information:

- Appeals for more than one campus within a district may be included in the same letter.
- Appeals for more than one indicator may be included in the same letter.
- Appeals of ratings issued under both standard and AEA procedures may be included in the same letter.
- Districts have only one opportunity to appeal each indicator for any campus or the district.
- When student-level information is in question, supporting information must be provided for review, i.e., a list of the students in question by name and identification number. It is not sufficient to claim data are in error without providing information with which the appeal can be researched and evaluated. *Confidential student-level documentation included in the appeal packet will be processed and stored in a secure location and will be accessible only by TEA staff authorized to view confidential student results.*
- It is the district's responsibility to ensure all relevant information is included in the appeal as districts will not be prompted for additional materials.
- The appeal should be addressed to the Division of Performance Reporting as follows:

Your ISD Your address City, TX zip	Division of Performance Reporting Texas Education Agency 1701 Congress Avenue Austin, TX 78701-1494	<div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <i>stamp</i> </div>
<u>Attn: Accountability Ratings Appeal</u>		

- The appeal letter should be addressed to Mr. Robert Scott, Commissioner of Education (see letter examples, below).
- Appeal letters must be postmarked on or before August 14, 2009. Appeals postmarked after this date will not be considered. Appeals delivered to TEA in person must be time-stamped in the Division of Performance Reporting by 5:00 p.m. on August 14, 2009. Overnight courier tickets or tracking documentation must indicate package pickup on or before August 14th.
- **Only send one copy of the appeal letter and/or supporting documentation.**
- Districts are encouraged to obtain delivery confirmation services from their mail courier.

Examples of satisfactory and unsatisfactory appeals are provided below for illustration.

Appeal Letter Examples

Satisfactory Appeal:	Unsatisfactory Appeals:
<p>Dear Commissioner Scott,</p> <p>This is an appeal of the 2009 state accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD.</p> <p>Specifically, I am appealing TAKS mathematics for the Hispanic student group. This is the only indicator keeping Elm Street Elementary from achieving a rating of <i>Academically Acceptable</i>.</p> <p>My analysis shows a coding change made to one student's ethnicity on the answer document at the time of testing was in error. One 5th grade Hispanic student was miscoded as White on the answer document. Had this student, who passed the mathematics test, been included in the Hispanic student group, the percent passing for this group would have met the <i>Academically Acceptable</i> standard. Removing this student from the White student group does not cause the White student group performance to fall below the <i>Acceptable</i> standard.</p> <p>Attached is the student's identification information as well as the PEIMS data for this student for the last six years (kindergarten through 5th grade) showing we have consistently reported this student as Hispanic.</p> <p>The second attachment shows the recalculated mathematics percent passing statistics for both the White and Hispanic student groups for Elm Elementary.</p> <p>We recognize the importance of accurate data coding, and have put new procedures in place to prevent this from occurring in the future.</p> <p>By my signature below, I certify that all information included in this appeal is true and correct to the best of my knowledge and belief.</p> <p>Sincerely,</p> <p>J. Q. Educator Superintendent of Schools</p> <p><i>attachments</i></p>	<p>Dear Commissioner Scott,</p> <p>I have analyzed the percentage passing for the economically disadvantaged mathematics students. The campus is allowed two exceptions. The floor for using the exception table is 40% for mathematics. The campus has 39%. Therefore, the campus was not able to use both exceptions. I am seeking consideration for the 39% in mathematics for the economically disadvantage student group. If granted, the school's rating would become <i>Academically Acceptable</i>. Attached is a copy of the preliminary accountability data table.</p> <p>Sincerely,</p> <p>J. Q. Educator Superintendent of Schools</p> <p><i>attachment</i></p> <hr/> <p>Dear Commissioner Scott,</p> <p>Maple ISD feels that its rating should be <i>Exemplary</i>. The discrepancy occurs because TEA shows that the performance for Hispanic Writing is 89%.</p> <p>We have sent two compositions back for scoring, and are confident they will be changed to passing.</p> <p>If you have questions, do not hesitate to contact us, at 701-555-1234.</p> <p>Sincerely,</p> <p>J. Q. Educator Superintendent of Schools</p> <p><i>(no attachments)</i></p>

How an Appeal Will Be Processed by the Agency

Once an appeal is received by the Division of Performance Reporting, the process for evaluating the information will be followed as outlined below:

- The details of the appeal are entered into a database for tracking purposes.
- Researchers evaluate the request using agency data sources to validate the statements made to the extent possible. The agency examines all relevant data, *not just the results for the students specifically named in the correspondence*.
- Researchers analyze the effect that granting a campus appeal may have on other campuses in the district (such as paired campuses), whether they are specifically named in the appeal or not. Similarly, the effect that granting a campus appeal may have on the district is evaluated, whether the district is named in the appeal or not. In single-campus districts, both the campus and the district are evaluated, whether the district submits the appeal as a campus or district appeal.
- Staff prepares a recommendation and forwards it to an external panel for review. Legislation passed in 2006 requires use of an appeals panel to ensure independent oversight of the appeals process. The use of an external, independent, three-member panel has been a feature of the state accountability system since 2004.
- The review panel examines the appeal, supporting documentation, staff research, and the staff recommendation. The panel determines its recommendation.
- The panel's recommendation is forwarded to the commissioner.
- The commissioner makes a final decision.
- The superintendent is notified in writing of the commissioner's decision and the rationale upon which the decision was made. The decision of the commissioner is final and is not subject to further negotiation. The commissioner will respond in writing to each appeal received.
- *If an appeal is granted, the data upon which the appeal was based will not be modified.* Accountability and AEIS reports, as well as all other publications reflecting accountability data, must report the data as they are submitted to the TEA. Accountability data are subject to scrutiny by the Office of the State Auditor.

When a rating is changed due to a granted appeal, the letter from the commissioner serves as notification of the official rating for the district or campus. Districts may publicize the changed rating at that time. The agency website and other state accountability products will be updated after the resolution of all appeals. This update will occur in October 2009 concurrent with the release of the Gold Performance Acknowledgments. Note that the update will reflect only the changed *rating*; the values shown on the report, such as percent met standard, are never modified. Between the time of receipt of the commissioner's letter granting an appeal and the update of agency state accountability products, the agency sources will not reflect the changed campus or district rating.

Chapter 16 – Responsibilities and Consequences

This section describes the responsibilities the various entities involved in public education have with respect to the state accountability system. These include statutory requirements as well as other responsibilities that are not mandated in statute. Many responsibilities are shared between the Texas Education Agency and local districts.

Consequences—those actions that occur as a result of the accountability system—are also described. Consequences include interventions and rewards. All statutes referenced in this section are listed in *Appendix B – Texas Education Code* which provides the web addresses for the complete citations.

Local Responsibilities

Districts have responsibilities associated with the state accountability system. Primarily these involve following statutory requirements, collecting and submitting accurate data, properly managing campus identification numbers, and implementing an optional local accountability system.

STATUTORY COMPLIANCE

A number of state statutes direct local districts and/or campuses to perform certain tasks or duties in response to the annual issuance of the state accountability ratings. Key statutes are discussed below.

Public Discussion of Ratings (TEC §11.253 (g)). Each campus site-based decision-making committee must hold at least one public meeting annually after the receipt of the annual campus accountability rating for the purpose of discussing the performance of the campus and the campus performance objectives. The confidentiality of the performance results must be ensured before public release of the data table. The data tables available on the TEA public website have been masked to protect confidentiality of individual student results.

Notice in Student Report Card and on Website (TEC §39.251 and TEC §39.252). Districts are required to publish accountability ratings on their websites and include the rating in the student report cards. These statutes require districts:

1. by the 10th day of the new school year to have posted on the district website the most current accountability ratings, Academic Excellence Indicator System (AEIS) reports, and School Report Cards (SRC); and,
2. to include the most current campus performance rating with the first student report card each year, along with an explanation of the rating.

A document addressing frequently asked questions regarding these requirements is available on the agency website at: http://ritter.tea.state.tx.us/perfreport/3297_faq.html.

Public Education Grant Program (TEC §§29.201 - 29.205). In 1995, the Texas Legislature created the Public Education Grant (PEG) program. The PEG program permits parents with children attending campuses that are on the PEG list to request that their children be transferred to another campus within the same district or to another district. If a transfer is granted to another district, funding is provided to the receiving district. A list of campuses

identified under the PEG criteria is generated and transmitted to districts annually. By February 1 following the release of the list, districts must notify each parent of a student assigned to attend a campus on the PEG list. For more information on the PEG program, please refer to *PEG Frequently Asked Questions*, available at http://ritter.tea.state.tx.us/perfreport/peg_faq.html.

Actions Required Due to Low Ratings or Low Accreditation Statuses (TEC §§39.071, 39.116, 39.131-39.132, 39.1322-39.1324, 39.1327, 39.133, 39.1331, 39.134-39.136, 39.302).

Districts with *Academically Unacceptable* ratings (campus or district) or *Accredited Probation/Accredited Warned* accreditation statuses will be required to follow directives from the commissioner designed to remedy the identified concerns. Requirements will vary depending on the circumstances for each individual district. Commissioner of Education rules that define the implementation details of these statutes are available on the website for the TEA Division of Program Monitoring and Interventions, at <http://ritter.tea.state.tx.us/pmi/>, and on the TEA Accreditation Status website at <http://ritter.tea.state.tx.us/accredstatus/>.

ACCURATE DATA

Accurate data is critical to the credibility of the ratings system. Responsibility for the quality of data used for the indicators that determine campus and district ratings rests with local districts. The system depends on the responsible submission and collection of assessment and Public Education Information Management System (PEIMS) information by local school districts. Procedures for assuring test security have long been in place; however, beginning with spring 2008 testing, additional requirements were implemented that district personnel must fulfill.

CAMPUS IDENTIFICATION NUMBERS

In a given year, districts may need to change, delete, or add one or more of their campus identification numbers, the unique 9-digit county-district-campus number (CDC), due to closing old schools, opening new schools, or changing the grades or populations served by an existing school. Unintended consequences can occur when districts "recycle" campus ID numbers. Because two-year performance changes are a component of the accountability system, and merging prior year files with current year files is driven by campus identification numbers, comparisons may be inappropriate when a campus configuration has changed. The following example illustrates this situation:

Example: A campus served grades 7 and 8 in 2008, but in 2009, serves as a 6th grade center. The district did not request a new campus number for the new configuration. Instead, the same identifying number used in 2008 was maintained (recycled). Therefore, in 2009, grade 6 performance on the assessments will be compared to prior year grade 7 and 8 performance. Also, any dropouts reported for the campus for 2007-08 will be subject to evaluation for the 2009 accountability rating for the 6th grade center.

Whether or not to change a campus number is, in most cases, a local decision. However, districts should exercise caution when either requesting new numbers or continuing to use existing numbers when the student population or the grades offered change significantly. Districts are strongly encouraged to request new campus numbers when school organizational configurations change dramatically.

TEA policy requires school districts and charters to request campus number changes of existing campuses for the current school year by October 1 to ensure time for processing before the PEIMS fall snapshot date in late October. Changes for a subsequent school year will not be processed before November 1. This policy does not apply to new active campuses opening mid-year or to campuses under construction.

School districts and charters must receive TEA approval to change the campus number of a campus rated *Academically Unacceptable* or *AEA: Academically Unacceptable*. The determination of whether or not accountability ratings histories will be linked to new campus numbers will be made at the time the new numbers are approved so that districts are aware of the accountability consequences of changing campus numbers.

Although the ratings history may be linked across campus numbers for purposes of determining consecutive years of *Academically Unacceptable* ratings, data will not be linked across campus numbers. This includes PEIMS data, assessment data, and accountability indicators that draw on those data. Campuses with new campus numbers cannot take advantage of Required Improvement provisions of the accountability system to gate up to higher ratings the first year under a new number. Therefore, changing a campus number under these circumstances can be to the disadvantage of an *Academically Unacceptable* campus. This should be considered by districts and charters when requesting campus number changes for *Academically Unacceptable* campuses. In the rare circumstance where a charter district receives a new district number, the ratings history is also linked while the data are not linked across the district numbers.

Analysis to screen for the inappropriate use of campus numbers is part of *System Safeguards*, described below. TEA can assist in establishing new or retiring old campus numbers. For TEA contact information, see *Appendix G – Contacts*.

COMPLEMENTARY LOCAL ACCOUNTABILITY SYSTEMS

Although the statewide accountability system has been designed to address the guiding principles articulated in the *Introduction*, it is not a comprehensive system of performance evaluation. Communities across Texas have varied needs and goals for the school districts educating their students. Local systems of accountability can best address those priorities.

Districts are encouraged to develop their own complementary local accountability systems to plan for continued student performance improvement. Such systems are entirely voluntary and for local use only. Performance on locally-defined indicators does not affect the ratings determined through the statewide system.

Examples of locally-defined indicators include:

- level of parent participation;
- progress on locally administered assessments;
- progress on goals identified by campus improvement plans;
- progress compared to other campuses in the district;
- progress on professional development goals; and
- school safety measures.

As a different approach, districts may choose to expand the state-designated accountability ratings. For example, they may wish to further differentiate among campuses rated *Academically Acceptable* or *AEA: Academically Acceptable*.

A third approach might be to examine those base indicators, both currently in use and planned for implementation, that fall short of local expectations. Additional performance measures could be constructed to track efforts to improve performance in those areas.

Regardless of the strategy chosen, local accountability systems should be designed to serve the needs of the local community and to improve performance for all students.

State Responsibilities

The Texas Education Agency also has responsibilities associated with the state accountability system. As is true for districts, TEA must follow statutory requirements related to the implementation of the accountability system. In addition, TEA applies a variety of system safeguards to ensure the integrity of the system. Finally, TEA is charged with taking actions to intervene when conditions warrant. The agency may also offer certain exemptions to districts when excellent performance is attained.

SYSTEM SAFEGUARDS

System safeguards are those activities conducted by TEA to ensure the integrity of the system. These help protect the system from purposeful manipulation as well as from the use of data of such poor quality—whether intentional or not—that no reliable rating can be determined.

Campus Number Tracking. *Academically Unacceptable* ratings received for the same campus under two different campus numbers may be considered to be consecutive years of *Academically Unacceptable* ratings for accountability interventions and sanctions.

Data Validation. The Performance-Based Monitoring (PBM) system is a comprehensive system designed to improve student performance and program effectiveness. The PBM system, like the state accountability rating system, is data-driven; therefore, the integrity of the data used is critical. To ensure data integrity, the PBM system includes annual data validation analyses. Data validation analyses use several different indicators to examine district leaver and dropout data, student assessment data, and discipline data. The process districts must engage in to either validate the accuracy of their data or determine that erroneous data were collected and/or submitted is fundamental to the integrity of all the agency's evaluation systems. For more information, see the Data Validation Manuals on the PBM website at <http://ritter.tea.state.tx.us/pbm/DIManuals.html/>.

Test Security. As part of ongoing efforts to improve security measures surrounding the assessment program, TEA has a comprehensive 14-point plan to assure parents, students, and the public that test results are meaningful and valid. Several aspects of the plan were implemented with the spring 2008 administrations, while other measures will be instituted over the next few years. Among other measures, districts are required to implement seating charts during all administrations, students testing in grades 9, 10, and exit level are required to sign an honor statement immediately prior to taking TAKS; and, districts are required to maintain test security materials for five years.

Not Rated: Data Integrity Issues. A rating can be changed to *Not Rated: Data Integrity Issues*. This rating is used in the rare situation where the accuracy and/or integrity of performance results have been compromised, and it is not possible to assign a rating based on the evaluation of performance. This label may be assigned temporarily pending an on-site investigation, or may be assigned as the final rating label for the year. This rating label is not equivalent to an *Academically Unacceptable* rating, though the Commissioner of Education has the authority to lower a rating or assign an *Academically Unacceptable* rating due to data quality issues. All districts and campuses with a final rating label of *Not Rated: Data Integrity Issues* are automatically subject to desk audits the following year.

System safeguard activities can occur either before or after the ratings release. Sanctions can be imposed at any time. To the extent possible, ratings for the year are finalized when updated ratings are released following the resolution of appeals (in 2009 the update is scheduled for late October 2009). A rating change resulting from an imposed sanction will stand as the final rating for the year.

PUBLIC EDUCATION GRANT PROGRAM CAMPUS LISTS

TEA is responsible for annually producing the list of campuses identified under the PEG criteria. By December 2009 the list of 2010-11 PEG campuses will be transmitted. This list will identify campuses at which 50 percent or more of the students did not pass TAKS in any two of the preceding three years (2007, 2008, or 2009) **or** that were rated *Academically Unacceptable* in any one of the preceding three years (2007, 2008, or 2009).

For more information on the PEG program, please refer to *PEG Frequently Asked Questions*, available at http://ritter.tea.state.tx.us/perfreport/peg_faq.html.

DISTRICT ACCREDITATION STATUS

Texas Education Code §39.071 requires the Commissioner of Education to determine an accreditation status for districts and charters. Accreditation statuses were first assigned to districts under this statute in 2007. To determine accreditation status and sanctions, TEA takes into account the district's state accountability rating and its financial accountability rating. There are other factors that may be considered in the determination of accreditation status. These include, but are not limited to, the integrity of assessment or financial data used to measure performance, the reporting of PEIMS data, and serious or persistent deficiencies in programs monitored in the Performance-Based Monitoring Analysis System. Accreditation status can also be lowered as a result of data integrity issues or as a result of special accreditation investigations. The four possible accreditation statuses are: *Accredited*, *Accredited-Warned*, *Accredited-Probation*, and *Not Accredited-Revoked*.

Rules that define the procedures for determining a district's accreditation status are available on the TEA website at <http://www.tea.state.tx.us/rules/home/> or on the TEA Accreditation Status website. The 2008-09 accreditation statuses for all districts and charters in Texas were issued in March 2009 and are posted at the TEA Accreditation Status website at <http://ritter.tea.state.tx.us/accredstatus/>.

Consequences

Actions that occur as a result of the accountability system are described in this section. They include interventions and rewards.

INTERVENTIONS

Interventions discussed below pertain to activities that result from the issuance of ratings under the state accountability system. State accountability-related interventions are those activities conducted by TEA to follow-up with districts and campuses either at-risk of a future low rating, or already assigned a low rating. Intervention activities reflect an emphasis on increased student performance, focused improvement planning, data analysis, and data integrity. Required levels of intervention are determined based on the requirements of TEC, Chapter 39. See the Division of Program Monitoring and Interventions website at: <http://ritter.tea.state.tx.us/pmi/accmon/2009/index.html> for more information.

Academically Unacceptable or AEA: Academically Unacceptable Campus/District Rating. Guidance and resources have been developed to address the graduated stages of intervention for districts and campuses rated *Academically Unacceptable* or *AEA: Academically Unacceptable* in the state accountability rating system. Activities for a first-year *Academically Unacceptable* campus include creation of a campus intervention team, completion of a focused data analysis, and development of a school improvement plan. Districts with a first-year *Academically Unacceptable* rating perform similar activities that are designed to address program improvement in the area(s) identified as unacceptable. Interventions are more aggressive when multiple years of *Academically Unacceptable* ratings are involved.

Determination of Multiple-year Academically Unacceptable Status. In determining consecutive years of *Academically Unacceptable* ratings for purposes of accountability interventions and sanctions, only years that a campus is assigned an accountability rating of *Exemplary*, *Recognized*, *Academically Acceptable*, *Academically Unacceptable*, *AEA: Academically Acceptable*, *AEA: Academically Unacceptable*, or equivalent ratings in previous years, will be considered. That is, the consecutive years of *Academically Unacceptable* ratings may be separated by one or more years of temporary closure or *Not Rated* ratings. This policy applies to districts and charters as well as campuses when *Not Rated: Data Integrity Issues* and *Not Rated: Other* ratings are assigned. In 2004 no alternative education ratings were issued; instead the label *Not Rated: Alternative Education* was used. *Academically Unacceptable* ratings separated by the 2004 *Not Rated: Alternative Education* label are considered consecutive. No state accountability ratings were issued in 2003; therefore, 2002 and 2004 are considered consecutive. An exception applies to districts (charters) or campuses that receive a rating of *AEA: Not Rated – Other* under the Alternative Education Accountability (AEA) Residential Facility procedures. For these residential facilities, *Academically Unacceptable* ratings separated by *AEA: Not Rated – Other* are not considered consecutive.

Identification of Technical Assistance Team Campuses. Texas Education Code §39.1322 requires the assignment of a technical assistance team (TAT) to a campus rated *Academically Acceptable* if that campus would be rated *Academically Unacceptable* using the accountability standards for the subsequent year. The purpose of the TAT identification is to serve as an early warning system and, therefore, provide interventions that may prevent the campus from being rated *Academically Unacceptable* in the subsequent year.

TEA provided the 2008-09 list of TAT campuses to affected districts by November 4, 2008, following the release of the final 2008 accountability ratings. On November 7, 2008, TEA

provided the list of TAT campuses on the public web site at <http://ritter.tea.state.tx.us/taa/perfrept110708-a3.pdf>.

For the 2009-10 school year, campuses rated *Academically Acceptable* in 2009 under either standard or alternative education accountability procedures will be identified for technical assistance teams if their 2008-09 performance does not meet the accountability standards established for the 2010 school year.

Questions regarding the methodology used to identify the TAT campuses should be directed to the Division of Performance Reporting at performance.reporting@tea.state.tx.us or (512) 463-9704. Questions regarding interventions for TAT campuses should be directed to the Division of Program Monitoring and Interventions at pmidivision@tea.state.tx.us or (512) 463-5226.

EXCELLENCE EXEMPTIONS

Texas Education Code §39.112 automatically exempts districts and campuses rated *Exemplary* from some statutes and rules. The exemptions remain in effect until the Commissioner of Education determines that achievement levels of the district or campus have declined, or the district or campus rating changes.

Statute lists a number of areas in law and regulation to which the exemption does not apply. These include criminal behavior, due process, federal and state program requirements, the curriculum essential knowledge and skills, public school accountability, extracurricular activities, and employee rights and benefits. (See TEC §39.112 for a complete list.) Under specific circumstances the commissioner may exempt a campus from class size limits for elementary grades.

Chapter 17 – Accountability Standards for 2010

This chapter provides information about the commissioner’s final decisions for 2010 accountability standards. The purpose of this chapter is to inform educators about this key component of the system well in advance of the 2010 accountability year. Given this advance information, districts and campuses can better prepare for changes to the base indicator standards that will take place in 2010.

Other components of the 2010 system will be reevaluated during the annual development process that will begin for the next cycle in early 2010. See *Chapter 18: Preview of 2010 and Beyond* for details as they are currently planned for all components of the 2010 and 2011 years.

The tables below show 2010 standards for standard and AEA procedures, respectively.

Table 23: Standards for 2010 Ratings - Standard Procedures

Indicators/Features	Academically Acceptable	Recognized	Exemplary
Assessment Indicator <i>All TAKS (Accommodated) assessments are combined with TAKS in 2010.</i> <i>Student passing standards on reading and mathematics in grades 3-8 will be based on the new vertical scale.</i>			
TAKS (2009-10) • All students <i>and each student group meeting minimum size:</i> • African American • Hispanic • White • Econ. Disadvantaged	Meets each standard: • Reading/ELA 70% • Writing 70% • Social Studies... 70% • Mathematics 60% • Science 55% or Meets Required Improvement or Meets Standard with TPM	Meets 80% Standard for each Subject or Meets floor and Required Improvement or Meets Standard with TPM	Meets 90% Standard for each Subject or Meets Standard with TPM
Completion/Dropout Indicators			
Completion Rate I (Class of 2009) • All students <i>and each student group meeting minimum size:</i> • African American • Hispanic • White • Econ. Disadvantaged	Meets 75.0% Standard or Meets Required Improvement	Meets 85.0% Standard or Meets floor of 75.0% and Required Improvement	Meets 95.0% Standard
Annual Dropout Rate Grades 7-8 (2008-09) • All students <i>and each student group meeting minimum size:</i> • African American • Hispanic • White • Econ. Disadvantaged	Meets 1.8% Standard or Meets Required Improvement	Meets 1.8% Standard or Meets Required Improvement	Meets 1.8% Standard or Meets Required Improvement

Table 23: Standards for 2010 Ratings - Standard Procedures (cont.)

Indicators/Features	Academically Acceptable	Recognized	Exemplary
Additional Provisions			
Underreported Students (2008-09) (District only)	Does not apply to Academically Acceptable districts.	A district that underreports more than 150 students or more than 4.0% of its prior year students cannot be rated <i>Recognized</i> or <i>Exemplary</i> .	
Districts with fewer than 5 underreported students will not be subject to this provision.			

Table 24: Standards for 2010 Ratings - AEA Procedures

Indicators/Features	AECs of Choice	Residential Facilities	Charters
Assessment Indicator <i>All TAKS (Accommodated) assessments are combined with TAKS in 2010.</i> <i>Student passing standards on reading and mathematics in grades 3-8 will be based on the new vertical scale.</i>			
TAKS Progress (2009-10) <ul style="list-style-type: none"> All Students and each student group meeting minimum size: African American Hispanic White Econ. Disadvantaged 	Meets 50% Standard or Demonstrates Required Improvement or Meets 50% Standard Using District At-Risk Data or Demonstrates Required Improvement Using District At-Risk Data		Meets 50% Standard or Demonstrates Required Improvement
Completion/Dropout Indicators			
Completion Rate II (Class of 2009) All Students (if minimum size requirements are met)	Meets 60.0% Standard or Demonstrates Required Improvement or Meets 60.0% Standard Using District At-Risk Data or Demonstrates Required Improvement Using District At-Risk Data	Residential Facilities are not evaluated on Completion Rate II.	Meets 60.0% Standard or Demonstrates Required Improvement
Annual Dropout Rate—Grades 7-12 (2008-09) All Students (if minimum size requirements are met)	Meets 20.0% Standard or Demonstrates Required Improvement or Meets 20.0% Standard Using District At-Risk Data or Demonstrates Required Improvement Using District At-Risk Data		Meets 20.0% Standard or Demonstrates Required Improvement
Additional Provisions			
AEA Registration (AEC only)	AECs must meet the AEA campus registration requirements and 75% at-risk registration criterion.		Does not apply to charter operators.

Chapter 18 – Preview of 2010 and Beyond

This section provides information about future plans for the standard and alternative education accountability (AEA) procedures of the state accountability system, to the extent these plans are known in the spring of 2009. The purpose is to inform educators in advance, so districts and campuses can adequately prepare for changes that will take place in 2010 and later years.

State legislative action resulting from the 81st legislative session will affect future accountability system ratings, reports, sanctions, and rewards. Plans for implementing statutory changes are yet to be finalized; however, known decisions that affect 2010 and 2011 are presented in this chapter. Deletions, additions, and modifications beyond those discussed here are possible.

The changes described below begin with standard procedures and are followed by AEA procedures, presented for the years 2010 and 2011. Changes described for each year are based on a comparison to the immediately preceding year.

Standard Procedures for 2010

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS)

Accountability Standards. In 2010, the *Academically Acceptable* standards will increase from 50% to 55% for science and from 55% to 60% for mathematics. Reading/ELA, writing, and social studies will remain at 70%. The standard for *Recognized* (for all subjects) will increase to 80% and the standard for *Exemplary* (for all subjects) will remain the same, at 90%.

TAKS (Accommodated). In 2010, the performance on all TAKS (Accommodated) tests will be included in determining accountability ratings. See *Table 3* in *Chapter 2* for a list of assessments used for the first time in 2010.

Vertical Scale. In 2010, the conversion to the new vertical scale for grades 3–8 in TAKS reading and mathematics will increase the student passing standard for some subjects and grades.

TAKS-Modified. Performance on TAKS-M will not be used in determining ratings in 2010.

TAKS-Alternate. Performance on TAKS-Alt will not be used in determining ratings in 2010.

COMPLETION RATE I

Accountability Standards. The standards for Completion Rate I will remain the same for 2010: 75.0% or more for *Academically Acceptable*, 85.0% or more for *Recognized*, and 95.0% or more for *Exemplary*. The completion rate used will be for the class of 2009.

Dropout Definition. In 2010, all four years of the 2009 cohort (2005-06, 2006-07, 2007-08, and 2008-09) will be calculated using the federal (National Center for Education Statistics) definition of a dropout. The following table shows the progression of use of the federal definition.

Hurricane Ike Provision. There is no Hurricane Ike Provision for 2010, though special circumstance appeals will be permitted for displaced students who dropped out during the 2008-09 school year.

No Use of District Rate for High Schools. The attribution of the district completion rate to a secondary campus without its own completion rate remains suspended for 2010.

Table 25: Completion Rate Transition

Accountability Year	Class of	Cohort Years	Dropout Definition	Completion Rate Methodology	
				Numerator	Denominator
2007	2006	2002-03	TEA	Graduates + Continuers	Graduates+ Continuers+ GED Recipients+ Dropouts
		2003-04	TEA		
		2004-05	TEA		
		2005-06	NCES		
2008	2007	2003-04	TEA	Graduates + Continuers	Graduates+ Continuers+ GED Recipients+ Dropouts
		2004-05	TEA		
		2005-06	NCES		
		2006-07	NCES		
2009	2008	2004-05	TEA	Graduates + Continuers	Graduates+ Continuers+ GED Recipients+ Dropouts
		2005-06	NCES		
		2006-07	NCES		
		2007-08	NCES		
2010	2009	2005-06	NCES	Graduates + Continuers	Graduates+ Continuers+ GED Recipients+ Dropouts
		2006-07	NCES		
		2007-08	NCES		
		2008-09	NCES		

ANNUAL DROPOUT RATE (GR. 7-8)

Accountability Standards. The Annual Dropout Rate standard for 2010 will increase in rigor when it decreases to less than or equal to 1.8% for all rating categories. The dropout rate used will be from the 2008-09 school year.

ADDITIONAL FEATURES

Texas Projection Measure. TPM will be available for TAKS grade 8 science in 2010. The TPM feature will be reevaluated during the 2010 accountability development cycle to determine if adjustments need to be made to the criteria for its use.

Underreported Students. In 2010, districts with greater than 4.0% or more than 150 underreported students will be prevented from a rating of *Exemplary* or *Recognized*. Districts with fewer than 5 underreported students will not be evaluated.

Required Improvement. As with the TPM feature, use of Required Improvement will be reevaluated during the 2010 accountability development cycle.

Exceptions. The Exceptions Provision will be reevaluated to determine if measures should be added or removed, if the number of exceptions for which campuses or districts are eligible needs to be adjusted, or other aspects require modifications.

GOLD PERFORMANCE ACKNOWLEDGMENTS (GPA)

TAKS (Accommodated). In 2010, performance on *all* TAKS (Accommodated) subjects and grades will be used in the accountability system. The additional TAKS (Accommodated) grades and subjects will affect GPA performance on reading, writing, and mathematics *TAKS Commended* measures, and Comparable Improvement.

Comparable Improvement for Reading/ELA and Mathematics. This indicator will be revisited in 2010 to determine which growth measure to use, for first possible use in 2010 or 2011.

Texas Success Initiative. The standard for both ELA and mathematics will increase to 65%.

REPORT-ONLY INDICATORS

These indicators will not be used in determining accountability ratings in 2010, and will not be on the Accountability Data Tables released in 2010, but they will be reported in other products, such as the AEIS reports.

English Language Learners (ELL) Progress Measure. Performance on this indicator will be reported again on the 2009-10 AEIS reports. It will incorporate progress made by students tested on the TELPAS reading test between the 2009 and 2010 administrations.

TAKS-M and TAKS-Alt. Performance on these assessments for students with disabilities will be reported again on the 2009-10 AEIS reports.

AEA Procedures for 2010

AEA CAMPUS REGISTRATION PROCESS

The AEA campus registration process will be conducted online using the Texas Education Agency Secure Environment (TEASE) Accountability website. The 2009-10 AEA campus registration process opens September 9, 2009. An email notification will be sent to all superintendents stating that alternative education campuses (AECs) rated under 2009 AEA procedures will be re-registered automatically in 2010 subject to the at-risk registration criterion.

AECs wishing to rescind AEA registration must complete an electronic *AEA Campus Rescission Form*. AECs requesting AEA registration must complete an electronic *AEA Campus Registration Form*. AECs for which 2009 AEA registration was rescinded due to not meeting the at-risk registration criterion must submit a *2009-10 AEA Campus Registration Form* if the AEC wishes to request AEA campus registration in 2010. It is imperative that rescission and registration forms submitted via TEASE Accountability be printed and maintained locally as official documentation of AEA campus registration requests.

The 2009-10 AEA registration process closes September 23, 2009, at 1:00 p.m. C.D.T. The AEA rescissions and registrations will not be processed after this time. When finalized, the list of 2010 registered AECs will be available on the AEA website at <http://ritter.tea.state.tx.us/aea>.

AT-RISK REGISTRATION CRITERION

Each AEC must have at least 75% at-risk student enrollment or be eligible to use the Prior-Year PEIMS At-Risk Data or New Campus safeguards to remain registered and be evaluated under AEA procedures.

TAKS PROGRESS

Accountability Standard. The TAKS Progress standard remains 50%.

TAKS (Accommodated). In 2010, performance on *all* TAKS (Accommodated) subjects and grades will be used in the accountability system.

Vertical Scale. In 2010, the conversion to the new vertical scale for grades 3–8 in TAKS reading and mathematics will increase the student passing standard for some subjects and grades.

COMPLETION RATE II

Accountability Standard. The Completion Rate II standard remains 60.0%.

ANNUAL DROPOUT RATE (GR. 7-12)

Accountability Standard. The Annual Dropout Rate standard remains 20.0%.

AEA GPA

TAKS (Accommodated). In 2010, performance on *all* TAKS (Accommodated) subjects and grades will be used in the accountability system. The additional TAKS (Accommodated) grades and subjects will affect GPA performance on reading, writing, and mathematics *TAKS Commended* measures.

Texas Success Initiative. The standard for both subjects increases to 65%.

Standard Procedures for 2011

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS)

Accountability Standards. In 2011, the *Academically Acceptable* standards will remain at 70% for reading/ELA, writing and social studies and will increase to 60% for science and 65% for mathematics. The standards for *Recognized* and *Exemplary* (for all subjects) will remain the same, at 80% and 90%, respectively.

TAKS-Modified. Performance on TAKS-M will be included with TAKS performance, all subjects and grades, in determining accountability ratings in 2011.

COMPLETION RATE I

Accountability Standards. The standards for Completion Rate I will remain the same for 2011: 75.0% or more for *Academically Acceptable*, 85.0% or more for *Recognized*, and 95.0% or more for *Exemplary*. The completion rate used will be for the class of 2010.

Dropout Definition. House Bill 3 (HB3) as passed by the 81st Texas Legislature during the 2009 Regular Session defined certain exclusions that the TEA must make when evaluating dropout and completion rates for accreditation and performance ratings. These exclusions apply beginning with the 2011-12 school year. Final decisions regarding the transition to the use of dropout exclusions are yet to be made.

Use of District Rate for High Schools. The attribution of the district completion rate to a secondary campus without its own completion rate is projected to resume in 2011.

ANNUAL DROPOUT RATE (GR. 7-8)

Accountability Standards. The maximum annual dropout rate a school or district can have in 2011 (for the 2009-10 school year) to earn a rating other than *Academically Unacceptable* will be 1.6%. The dropout rate used will be from the 2009-10 school year.

NEW INDICATORS

TAKS-Alternate. Beginning with the 2011 ratings, performance on this assessment will be incorporated into the rating system. It will be a single, separate indicator evaluated at the “All Students” level only, summed across all grades and subjects. Standards will be determined

during the 2010 accountability cycle. Its use will be similar to the SDAA II indicator used in 2005, 2006, and 2007.

English Language Learners (ELL) Progress Measure. This new measure will be incorporated into the rating system as a separate indicator that is evaluated at the “All Students” level only, beginning with the 2011 ratings. Standards will be determined during the 2010 accountability cycle.

ADDITIONAL FEATURES

Underreported Students. In 2011, districts with greater than 3.0% or more than 150 underreported students will be prevented from a rating of *Exemplary* or *Recognized*. Districts with fewer than 5 underreported students will not be evaluated. A new longitudinal indicator may be developed to replace the current underreported students indicator in the accountability ratings process, or may be added to the PBM Data Validation System.

Texas Projection Measure, Required Improvement, and Exceptions. Use of these three additional features will be reevaluated during the annual accountability development cycle.

GOLD PERFORMANCE ACKNOWLEDGMENTS (GPA)

The standards for Gold Performance Acknowledgments in 2011 will be the same as for 2010.

REPORT-ONLY INDICATORS

Report-only indicators for 2011 are to be determined.

AEA Procedures for 2011

AEA CAMPUS REGISTRATION PROCESS

The AEA campus registration process continues to be conducted online using the TEASE Accountability website.

TAKS PROGRESS

Accountability Standard. The TAKS Progress standard for 2011 has not been determined.

COMPLETION RATE II

Accountability Standard. The Completion Rate II standard for 2011 has not been determined.

ANNUAL DROPOUT RATE (Gr. 7-12)

Accountability Standard. The Annual Dropout Rate standard for 2011 has not been determined.

AEA GPA

No changes are scheduled for AEA GPA indicators or standards for 2011.

Standard and AEA Procedures for 2012 and Beyond

A new state accountability system—based on new legislative requirements—will be developed, to be implemented in 2013. There will be no ratings issued for 2012.

Overview 2009 – 2011

The phase-in schedule for the accountability standards will be reevaluated annually; any changes will be announced with as much advance notice as possible. In the tables that follow, all known changes are shown. Changes from the previous year are indicated in bold.

Table 26: Standards through 2011 – Standard Procedures

	2009	2010*	2011**	2012
TAKS Standards				New Accountability System will be in place beginning in 2013 No Ratings in 2012
Exemplary	≥ 90%	≥ 90%	≥ 90%	
Recognized	≥ 75%	≥ 80%	≥ 80%	
Academically Acceptable				
Reading/ELA	≥ 70%	≥ 70%	≥ 70%	
Writing, Social Studies	≥ 70%	≥ 70%	≥ 70%	
Mathematics	≥ 55%	≥ 60%	≥ 65%	
Science	≥ 50%	≥ 55%	≥ 60%	
TAKS (Accommodated) (Same standards as TAKS)	Sci. (5, 8, 10, 11); Soc. St. (8, 10, 11); ELA (11); Math (11)	All grades and subjects	All grades and subjects	
TAKS – M (Same standards as TAKS)	N/A	N/A	All grades and subjects	
TAKS – Alt	N/A	N/A	All grades and subjects***	
Completion Rate I (Grade 9-12) Standards				
	Class of 2008 (9 th grade 04-05)	Class of 2009 (9 th grade 05-06)	Class of 2010 (9 th grade 06-07)	
Exemplary	≥ 95.0%	≥ 95.0%	≥ 95.0%	
Recognized	≥ 85.0%	≥ 85.0%	≥ 85.0%	
Academically Acceptable	≥ 75.0%	≥ 75.0%	≥ 75.0%	
Dropout Definition	State Def. 1 yr, NCES Def. 3 yrs	NCES Definition all 4 years	TBD****	
Annual Dropout Rate (Grade 7-8) Standards				
	from 2007-08	from 2008-09	from 2009-10	
Exemplary, Recognized, and Academically Acceptable	≤ 2.0%	≤ 1.8%	≤ 1.6%	
Dropout Definition	NCES Definition	NCES Definition	TBD****	
Additional Features				
Required Improvement	Use	Use	Use	
Texas Projection Measure	Use	Use	Use	
Exceptions	Use	Use	Use	
Underreported Students	≤ 150 and ≤ 5.0%	≤ 150 and ≤ 4.0%	≤ 150 and ≤ 3.0%	

* Details about the 2010 accountability standards are presented in Chapter 17 – Accountability Standards for 2010.

** Standards for 2011 will be reviewed in 2010 and are subject to change.

*** TAKS-Alt will be a separate indicator in 2011. Performance will be summed across all grades and subjects, evaluated for All Students only.

**** Plans for transitioning to the use of dropout exclusions that align with HB3 are yet to be determined.

Table 27: Standards through 2011 – AEA Procedures

	2009	2010*	2011**	2012
TAKS Progress Standard				New Accountability System will be in place beginning in 2013 No Ratings in 2012
AEA: Academically Acceptable	≥ 50%	≥ 50%	TBD	
Completion Rate II (Grade 9-12) Standard				
Year of Data	Class of 2008 (9 th grade 04-05)	Class of 2009 (9 th grade 05-06)	Class of 2010 (9 th grade 06-07)	
AEA: Academically Acceptable	≥ 60.0%	≥ 60.0%	TBD	
Completer II Definition	Graduates + Continuing Students + GED Recipients			
Dropout Definition	Phase in NCES Definition	NCES Definition	TBD***	
Annual Dropout Rate (Grade 7-12) Standard				
Year of Data	2007-08	2008-09	2009-10	
AEA: Academically Acceptable	≤ 20.0%	≤ 20.0%	TBD	
Dropout Definition	NCES Definition (See Appendix I)		TBD***	
Additional Features				
Texas Projection Measure	See Chapter 10 and Appendix E			
Required Improvement	See Chapter 11			
Use of District At-Risk Data	See Chapter 11			
At-Risk Registration Criterion	≥ 75%	≥ 75%	≥ 75%	

* Details about the 2010 accountability standards are presented in Chapter 17 – Accountability Standards for 2010.

** Standards for 2011 will be set in 2010.

*** Plans for transitioning to the use of dropout exclusions that align with HB3 are yet to be determined.

Table 28: Gold Performance Acknowledgment Standards through 2011

Indicator		2009	2010	2011	2012
Advanced Course/Dual Enrollment Completion**		≥ 30.0%	≥ 30.0%	≥ 30.0%	No Gold Performance Acknowledgments in 2012 <i>New Accountability System will be in place beginning in 2013</i>
AP / IB Results*	% taking at least one AP or IB test <i>AND</i>	≥ 15.0%	≥ 15.0%	≥ 15.0%	
	% at or above criterion	≥ 50.0%	≥ 50.0%	≥ 50.0%	
Attendance Rate**	District	96.0%	96.0%	96.0%	
	Multi-Level	96.0%	96.0%	96.0%	
	High School	95.0%	95.0%	95.0%	
	Middle/Jr. High	96.0%	96.0%	96.0%	
	Elementary	97.0%	97.0%	97.0%	
	AEA campuses and charters	95.0%	95.0%	95.0%	
Commended Performance: Reading/ELA**		≥ 30%	≥ 30%	≥ 30%	
Commended Performance: Mathematics**		≥ 30%	≥ 30%	≥ 30%	
Commended Performance: Writing**		≥ 30%	≥ 30%	≥ 30%	
Commended Performance: Science**		≥ 30%	≥ 30%	≥ 30%	
Commended Performance: Social Studies**		≥ 30%	≥ 30%	≥ 30%	
Comparable Improvement: Reading/ELA***		Top Quartile (top 25%)	TBD	TBD	
Comparable Improvement: Mathematics***		Top Quartile (top 25%)	TBD	TBD	
Recommended High School Program/DAP**		≥ 85.0%	≥ 85.0%	≥ 85.0%	
SAT/ACT Results*	% graduates taking at least one test <i>AND</i>	≥ 70.0%	≥ 70.0%	≥ 70.0%	
	% at or above criterion	≥ 40.0%	≥ 40.0%	≥ 40.0%	
TSI - Higher Education Readiness Component: English Language Arts**		≥ 60%	≥ 65%	≥ 65%	
TSI - Higher Education Readiness Component: Mathematics**		≥ 60%	≥ 65%	≥ 65%	
College-Ready Graduates		≥ 35%	≥ 35%	≥ 35%	

* Indicator evaluates performance for All Students and the following student groups: African American, Hispanic, and White. Economically Disadvantaged status is not available from the testing results.

** Indicator evaluates performance for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

*** Acknowledgment for Comparable Improvement is available to campuses only. It is evaluated for All Students only. Comparable Improvement is not evaluated for campuses evaluated under AEA procedures.

Chapter 19 – Calendar

Dates significant to the accountability system are listed below. Key dates directly related to accountability are bold. To the extent possible, descriptions of how products will be released (via mail, secure web, or public web) are provided. The fourth column shows whether the date applies to standard procedures, AEA procedures, or both.

Due to unforeseen circumstances, the calendar dates listed in this chapter may be modified at a later time.

Year	Date	Activity	Standard or AEA
2008	June 26	PEIMS submission 3 due (2007-08 Attendance)	Both
	July 17	Last date for districts with traditional calendars to resubmit changes and corrections to 2007-08 PEIMS submission 3	Both
	August 28	Last date for districts with year-round calendars to resubmit changes and corrections to 2007-08 PEIMS submission 3	Both
	September 10 – October 31	2009 AEA campus registration process (secure web only)	AEA
	October 24	School Start Window closed for reporting dropouts	Both
	October 21 – 24	TAKS exit-level retests in English language arts (ELA), mathematics, science, and social studies administered	Both
	October 31	Snapshot date for enrolled students (2008-09 PEIMS submission 1)	Both
	November 6	TEA releases 2008-09 list of Technical Assistance Team (TAT) campuses	Both
	December 4	2008-09 PEIMS submission 1 due (includes 2007-08 Leavers; 2008-09 Enrollment)	Both
	December 11	TEA notifies districts of campuses identified under Public Education Grant (PEG) Program criteria effective for the 2009-10 school year (not applicable to charters or registered AECs)	Standard
2009	January – March	Development of 2009 state accountability system	Both
	January 22	Last date to resubmit changes and corrections to 2008-09 PEIMS submission 1	Both
	February 1	Districts notify parents of students in campuses identified under PEG criteria that they are eligible for transfer in 2009-10 (not applicable to charters or registered AECs)	Standard
	March 3	TAKS administered: Grade 3, 5, 8, & 9 reading, grade 4 & 7 writing, and grade 10 & 11 ELA	Both

Year	Date	Activity	Standard or AEA
2009 (cont.)	April 1 – April 24	Pairing relationships requested for identified campuses (secure web only)	Standard
	April 7	TAKS administered: Grade 5 & 8 mathematics	Both
	April 21	Commissioner's final decisions for 2009 accountability system are posted online	Both
	April 28 – May 1	TAKS administered: Grade 3, 4, 6, 7, 9, 10, & 11 Math; Grade 4, 6, & 7 Reading; Grade 5, 8, 10, & 11 Science; Grade 8, 10, & 11 Social Studies	Both
	April	TEA contacts alternative education campuses (AECs) that do not meet the 2009 at-risk registration criterion	AEA
	May 5	TEA contacts charters that have the option to be evaluated under 2009 AEA procedures	AEA
	May 15	Due date for responses from charters that have the option to be evaluated under 2009 AEA procedures (secure web only)	AEA
	May 19	TAKS mathematics (grade 5 & 8) retest	Both
	May 20 – June 26	2009 Accountability Manual published online	Both
	May 16 – 22	Districts receive TAKS results for all subjects, all grades	Both
	June 18	Districts receive confidential dropout and completion lists and rates from TEA (secure web only)	Both
	June 25	2008-09 PEIMS submission 3 due (2008-09 Attendance)	Both
	July 16	Last date for districts with traditional calendars to resubmit changes and corrections to 2008-09 PEIMS submission 3	Both
	July 16	Districts receive confidential preview data tables from TEA (secure web only)	Both
	July 16	TEA begins accepting ratings appeals	Both
	July 31*	TEA issues 2009 district and campus accountability ratings	Both
	August 14	Last day to appeal 2009 state accountability ratings	Both

* The public release of district and campus ratings will be posted online on July 31st. Districts will have access to their list of district and campus ratings on the TEA Secure Environment (TEASE) Accountability site the afternoon of July 30th. ESC's will receive a listing via email on July 31st showing the district and campus ratings for the districts in their region. Final masked data tables will be available on the TEA public website.

Year	Date	Activity	Standard or AEA
2009 (cont.)	August/September	Districts must post current accountability rating, AEIS report, and SRC on district website	Both
	August 27	Last date for districts with TEA-approved year-round calendars to resubmit 2008-09 PEIMS submission 3	Both
	September 9 – 23	2010 AEA campus registration process (secure web only)	AEA
	September 25	School Start Window closed for reporting dropouts	Both
	September/October	Districts must include accountability ratings with first student report cards	Both
	Early October	Appeal decisions mailed to districts (and posted on secure web)	Both
	Late October	Final ratings release—after resolution of all appeals (secure and public web)	Both
	Late October	TEA issues 2009 Gold Performance Acknowledgments (GPA)	Both
	October 20 – 23	TAKS exit-level retests in ELA, mathematics, science, and social studies administered	Both
	October 30	Snapshot date for enrolled students (2009-10 PEIMS submission 1)	Both
	October 30	TEA releases 2009-10 list of Technical Assistance Team (TAT) campuses	Both
	Early November	TEA releases 2008-09 AEIS reports to district superintendents (secure web only)	Both
	Late November	Release of 2008-09 AEIS reports on public website	Both
	November-December	TEA releases preliminary longitudinal cohorts to districts (secure web only)	Both
	December 3	2009-10 PEIMS submission 1 due (includes 2008-09 Leavers and 2009-10 Enrollment)	Both
	Early December	TEA notifies districts of campuses identified under PEG criteria effective for the 2010-11 school year (not applicable to charters or registered AECs)	Standard
	Early December	TEA releases 2008-09 School Report Cards	Both
2010	January – March	Development of 2010 state accountability system	Both
	January 21	Last date to resubmit changes and corrections to 2009-10 PEIMS submission 1	Both

Year	Date	Activity	Standard or AEA
2010 (cont.)	February 1	Districts notify parents of students in campuses identified under PEG criteria that they are eligible for transfer in 2010-11 (not applicable to charters or registered AECs)	Standard
	March 3	TAKS reading, writing, ELA, mathematics, and science administered	Both
	April	Campus pairing process (secure web only)	Standard
	April	TEA contacts AECs that do not meet the 2010 at-risk registration criterion	AEA
	April 6	TAKS grade 5 & 8 mathematics administered	Both
	April 27 – Apr 30	TAKS administered: Grade 3, 4, 6, 7, 9, 10, & 11 Math; Grade 4, 6, & 7 Reading; Grade 5, 8, 10, & 11 Science; Grade 8, 10, & 11 Social Studies	Both
	May	Charters that have the option to be evaluated under 2010 AEA procedures are contacted	AEA
	Mid-May	Districts receive TAKS results for all subjects, all grades	Both
	May 18	TAKS grades 5 & 8 mathematics retest	Both
	Mid-May	Due date for responses from charters that have the option to be evaluated under 2010 AEA procedures (secure web only)	AEA
	Mid-May	2010 Accountability Manual published online	Both
	June	Districts receive confidential dropout and completion lists and rates from TEA (secure web only)	Both
	June 24	2009-10 PEIMS submission 3 due (2009-10 Attendance)	Both
	July 15	Last date for districts with traditional calendars to resubmit changes and corrections to 2009-10 PEIMS submission 3	Both
	Mid-July	Districts receive confidential preview data tables from TEA (secure web only)	Both
	July 30	Release of 2010 accountability ratings	Both
	August	2010 state accountability ratings appeals process (Date for appeals deadline TBD)	Both
	August/September	Districts must post current accountability rating, AEIS report, and SRC on district website	Both
	August 26	Last date for districts with TEA-approved year-round calendars to resubmit 2009-10 PEIMS submission 3	Both

Year	Date	Activity	Standard or AEA
2010 (cont.)	September 8 – 22	2011 AEA campus registration process (secure web only)	AEA
	September/October	Districts must include the most current campus accountability rating with the first student report card	Both
	October	Appeal decisions mailed to districts (and posted on secure web)	Both
	October	Final ratings release—after resolution of all appeals	Both
	October	TEA issues 2010 GPA	Both
	October/November	TEA releases 2009-10 AEIS reports	Both
	November-December	TEA releases preliminary longitudinal cohorts to districts (secure web only)	Both
	November/December	TEA notifies districts of campuses identified under PEG criteria effective for 2011-12 school year (not applicable to charters or registered AECs)	Standard
	November/December	TEA releases 2009-10 School Report Cards	Both

**The 2009 Accountability Rating System
for Texas Public Schools and School Districts**

Appendices

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Appendix A – Commissioner of Education Rule

Beginning in 2000, a portion of the *Accountability Manual* has been adopted on an annual basis as a Commissioner of Education rule. With the publication of this *Manual*, the Texas Education Agency will file a Commissioner’s Rule amendment to 19 *Texas Administrative Code* §97.1001, *Accountability Rating System*, with the Office of the Secretary of State. This rule will adopt the 2009 *Accountability Manual*, Chapters 2-6, 8, 10-13, 15-17, and Appendix K, thus giving legal standing to the rating process and procedures.

Allowing for a 30-day comment period, final adoption should occur by July 30, 2009. Once the rule is adopted, it may be accessed online at:

<http://ritter.tea.state.tx.us/rules/tac/chapter097/ch097aa.html>

Chapter 97. Planning and Accountability

Subchapter AA. Accountability and Performance Monitoring

§97.1001. Accountability Rating System.

Appendix B – Texas Education Code

The 2009 Accountability Rating System for Texas Public Schools and School Districts was developed based on statutory mandates of the Texas Legislature. The majority of the relevant legislation is contained in *TEC Chapter 39. Public School System Accountability*. Below is a table of contents of the sections in Chapter 39. The full text as well as the rest of the Texas Education Code is available on the state website at:

<http://tlo2.tlc.state.tx.us/statutes/ed.toc.htm>

Chapter 39. Public School System Accountability

Subchapter B. Assessment of Academic Skills

- Sec. 39.021 Essential Skills and Knowledge
- Sec. 39.022 Assessment Program
- Sec. 39.023 Adoption and Administration of Instruments
- Sec. 39.0231 Reporting of Results of Certain Assessments
- Sec. 39.0232 Use of End-of-Course Instrument as Placement Instrument
- Sec. 39.024 Satisfactory Performance
- Sec. 39.025 Secondary-Level Performance Required
- Sec. 39.026 Local Option
- Sec. 39.027 Exemption
- Sec. 39.028 Comparison of State Results to National Results
- Sec. 39.029 Migratory Children
- Sec. 39.030 Confidentiality; Performance Reports
- Sec. 39.031 Cost
- Sec. 39.032 Assessment Instrument Standards; Civil Penalty
- Sec. 39.033 Voluntary Assessment of Private School Students
- Sec. 39.034 Measure of Annual Improvement in Student Achievement

Subchapter C. Performance Indicators

- Sec. 39.051 Academic Excellence Indicators
- Sec. 39.052 Campus Report Card
- Sec. 39.053 Performance Report
- Sec. 39.054 Uses of Performance Report
- Sec. 39.055 Annual Audit of Dropout Records; Report

Subchapter D. Accreditation Status

- Sec. 39.071 Accreditation
- Sec. 39.072 Accreditation Standards
- Sec. 39.0721 Gold Performance Rating Program
- Sec. 39.073 Determining Accreditation Status
- Sec. 39.074 On-Site Investigations
- Sec. 39.075 Special Accreditation Investigations
- Sec. 39.076 Conduct of Investigations

Subchapter E. Successful School Awards

- Sec. 39.091 Creation of System
- Sec. 39.092 Types of Awards

- Sec. 39.093 Awards
- Sec. 39.094 Use of Awards
- Sec. 39.095 Funding
- Sec. 39.096 Confidentiality

Subchapter F. Additional Rewards

- Sec. 39.111 Recognition and Rewards
- Sec. 39.112 Excellence Exemptions
- Sec. 39.113 Recognition of High School Completion and Success and College Readiness Programs
- Sec. 39.114 High School Allotment

Subchapter G. Accreditation Sanctions

- Sec. 39.131 Sanctions For Districts
- Sec. 39.132 Sanctions For Academically Unacceptable and Certain Other Campuses
- Sec. 39.1321 Sanctions for Charter Schools
- Sec. 39.1322 Technical Assistance and Campus Intervention Teams
- Sec. 39.1323 Campus Intervention Team Procedures
- Sec. 39.1324 Mandatory Sanctions
- Sec. 39.1326 Transitional Sanctions Provisions
- Sec. 39.1327 Management of Certain Academically Unacceptable Campuses
- Sec. 39.133 Annual Review
- Sec. 39.1331 Acquisition of Professional Services
- Sec. 39.134 Costs Paid By District
- Sec. 39.135 Conservator Or Management Team
- Sec. 39.136 Board of Managers
- Sec. 39.137 Special Campus Intervention Team
- Sec. 39.138 Immunity From Civil Liability

Subchapter H. Reports By Texas Education Agency

- Sec. 39.181 General Requirements
- Sec. 39.182 Comprehensive Annual Report
- Sec. 39.183 Regional and District Level Report
- Sec. 39.184 Technology Report
- Sec. 39.185 Interim Report

Subchapter I. Financial Accountability

- Sec. 39.201 Definitions
- Sec. 39.202 Development and Implementation
- Sec. 39.203 Reporting
- Sec. 39.204 Rules

Subchapter J. Notice of Performance

- Sec. 39.251 Notice in Student Grade Report
- Sec. 39.252 Notice on District Website

Subchapter K. Procedures for Challenge of Accountability Rating or Sanction

- Sec. 39.301 Review by Commissioner: Accountability Ratings
- Sec. 39.302 Review by State Office of Administrative Hearings: Sanctions

Appendix C – Comparison of State and Federal Systems

In addition to the state accountability system, which is mandated by the Texas legislature, there is also a federal system of public school accountability. Although the state system has been in place since 1993, the accountability provisions in the federal No Child Left Behind (NCLB) Act were first applied to the Texas public schools in 2003. Campuses, districts and the state were evaluated for Adequate Yearly Progress (AYP) for the first time in 2003.

The purpose of this appendix is to provide details comparing the state accountability system to the federal (AYP) system. Though there are some similarities and elements in common between the two, there are significant differences. For complete details about the federal system, see the *AYP Guide*. The *Guide* as well as other information about AYP can be found at the AYP website at ritter.tea.state.tx.us/ayp/index.html.

COMPARISON

The following tables provide comparisons of the state and federal systems. *Table 29* contains a side-by-side comparison of the indicators, restrictions, requirements, and source data for both systems.

Table 30 is a comparison by grade level. With this table, a campus can compare the use of various indicators by grade. For example, a grade 3-5 campus is evaluated in both the state and federal systems on TAKS reading and mathematics, although AYP evaluates more student groups for each of these indicators. In a grade 3-5 campus, its AYP status also depends on attendance and participation indicators, while its state rating includes TAKS writing and science results.

Table 29: 2009 Comparison of State and Federal Accountability (AYP) by Indicator

	State Accountability (Standard Procedures)	AYP
TAKS		
Subjects & Standards	Reading/ELA* <i>Exemplary</i> 90% / <i>Recognized</i> 75% / <i>Acceptable</i> 70% Mathematics* <i>Exemplary</i> 90% / <i>Recognized</i> 75% / <i>Acceptable</i> 55% Writing <i>Exemplary</i> 90% / <i>Recognized</i> 75% / <i>Acceptable</i> 70% Social Studies <i>Exemplary</i> 90% / <i>Recognized</i> 75% / <i>Acceptable</i> 70% Science <i>Exemplary</i> 90% / <i>Recognized</i> 75% / <i>Acceptable</i> 50% <i>All values rounded to the nearest whole number.</i> <i>*Includes cumulative pass rate for grades 3, 5 and 8 reading and grades 5 and 8 mathematics.</i>	Reading/ELA* <i>Meets AYP</i> 67% Mathematics* <i>Meets AYP</i> 58% <i>All values rounded to nearest whole number.</i> <i>*Includes cumulative pass rate for grades 3 5, and 8 reading and grades 5 and 8 mathematics.</i>
Grades	3–11 (English); 3–6 (Spanish)	3–8, and 10 (English); 3–6 (Spanish)
Student Groups	All Students African American Hispanic White Economically Disadvantaged	All Students African American Hispanic White Economically Disadvantaged Special Education Limited English Proficient (LEP)
Minimum Size	All Students..... Any (Special Analysis if small) Student Groups..... 30/10%/50	All StudentsAny (Special Analysis if small) Student Groups 50/10%/200
Improvement	To <i>Acceptable</i> : Has enough gain to meet <i>Acceptable</i> standard in 2 years. To <i>Recognized</i> : At 70% – 74% and has gain to meet 75% standard in 2 years. Note: TPM is not included in calculations	10% decrease in percent <i>not passing</i> AND must meet standard on other measure OR show at least 0.1% improvement.
Texas Projection Measure (TPM)	<i>Percent Meeting the TAKS Standard with TPM is evaluated to move to Acceptable, Recognized, or Exemplary. May move only one level.</i>	AYP proficiency rate with TPM includes student results that did not meet the passing standard but are projected to meet the standard based on TPM.
Mobility Adjustment	District and campus accountability subsets used.	District and campus accountability subsets used.
Pairing	Paired with feeder campus (or district).	Paired with feeder campus (or district) in certain conditions.
TAKS (Accommodated)		
Subjects & Grades	TAKS (Accommodated) for the following subjects & grades is combined with TAKS: ELA.....Grade 11 MathematicsGrade 11 Science Grades 5 (English & Spanish), 8, 10, and 11 Social Studies Grades 8, 10, and 11 <i>See TAKS section (above) for standards and groups.</i>	TAKS (Accommodated) (grades 3-8 and 10 only) is combined with TAKS and other assessments by subject for performance and participation. <i>See TAKS section (above) for standards, subjects, and groups.</i>

Table 29: 2009 Comparison of State and Federal Accountability (AYP) by Indicator (continued)

	State Accountability (Standard Procedures)	AYP
Other Assessments		
TELPAS Reading	N/A: Assessment not included for determining ratings.	Combined with TAKS and TAKS (Accommodated) results by subject for students not tested on TAKS or TAKS (Accommodated) for Performance and Participation. Note: There is a cap on the number of students who can be counted as <i>proficient</i> on TAKS-Alt and TAKS-M.
TAKS LAT		
TAKS-Modified		
TAKS-Modified LAT		
TAKS-Alternate		
Additional Assessment Features		
Exceptions to the Standard	Up to 4 TAKS exceptions allowed to move to <i>Acceptable</i> or <i>Recognized</i> . One exception allowed to move to <i>Exemplary</i> . Number of assessment measures evaluated, minimum performance floors, and prior use determine eligibility. TPM not included included in floor.	N/A
Cap on Alternate Assessments	N/A	Cap on the number of students counted as <i>proficient</i> on TAKS-Alt and TAKS-M.
Attendance Rate		
Standard	N/A: Used only for Gold Performance Acknowledgment	Meets AYP 90.0% "Other Measure" for elementary and middle schools. All values rounded to nearest one-tenth of a percent.
Student Groups		All Students only
Minimum Size		All Students.... 7,200 (40 students x 180 days) Student Groups* 50/10%/200 * <i>Student groups used only for performance gain.</i>
Improvement		At least 0.1% improvement.
Completion Rate (grades 9 12)		
Standards	Grads+Continuers <i>Exemplary</i> 95.0%/ <i>Recognized</i> 85.0%/ <i>Acceptable</i> 75.0% All values rounded to nearest one-tenth of a percent.	Graduate component only 70.0% "Other Measure" for high schools and districts. All values rounded to nearest one-tenth of a percent.
Student Groups	All Students, African American, Hispanic, White, Economically Disadvantaged	All Students only
Minimum Size	All Students At least 5 dropouts and 10 in denominator Student Groups At least 5 dropouts and 30/10%/50 in denominator	All Students At least 40 in denominator Student Groups* 50/10%/200 * <i>Student groups used only for safe harbor.</i>
Improvement	To <i>Acceptable</i> : Has gain to meet 75.0% standard in 2 years To <i>Recognized</i> : 75.0% - 84.9% and has gain to meet 85.0% standard in 2 yrs Minimum Size (All Students and groups): At least 10 in prior year	At least 0.1% improvement
High School w/o completion rate	N/A: Indicator not evaluated.	N/A: Indicator not evaluated.

Table 29: 2009 Comparison of State and Federal Accountability (AYP) by Indicator (continued)

	State Accountability (Standard Procedures)	AYP
Annual Dropout Rate (grades 7-8)		
Standards	Grades 7-8... <i>Exemplary, Recognized, & Acceptable</i> ≤ 2.0% <i>All values rounded to one-tenth.</i>	N/A: Indicator not evaluated.
Student Groups	All Students, African American, Hispanic, White, Economically Disadvantaged	
Minimum Size	All StudentsAt least 5 dropouts and 10 in denominator Student GroupsAt least 5 dropouts and 30/10%/50 in denominator	
Improvement	<ul style="list-style-type: none">To <i>Acceptable, Recognized or Exemplary</i> : If rate has declined enough to meet the 2.0% standard in 2 years.Minimum Size (All Students and groups): At least 10 in prior year.	
Middle School w/o dropout rate	N/A: Indicator not evaluated.	
Participation Rate: Reading/ELA & Mathematics		
Standard	N/A: Indicator not evaluated. Monitoring interventions may occur with excessive absences.	Tested at campus/district 95% <i>All values rounded to nearest whole number.</i>
Student Groups		All Students, African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient (LEP)
Minimum Size		All StudentsAt least 40 in denominator Student Groups50/10%/200
Other Campus and District Situations		
Registered Alternative Education Campuses	Rated under Alternative Education Accountability (AEA) Procedures.	Evaluated under same criteria as regular campuses.
Charter Operators	Evaluated under same criteria as regular districts.* <i>* Charter Operators may be rated under AEA Procedures.</i>	Evaluated under same criteria as regular districts.
Charter Schools	Evaluated under same criteria as regular campuses. <i>(Charter schools are not paired.)</i>	Evaluated under same criteria as regular campuses.
New Campuses	All campuses (established or new) are rated.	New campuses are not evaluated.
Additional District Requirements	<ul style="list-style-type: none">Must have no <i>Unacceptable</i> campuses to be <i>Exemplary</i> or <i>Recognized</i>.Must meet Underreported Student standards to be <i>Exemplary</i> or <i>Recognized</i>.	No additional district requirements.
Hurricane Ike Provision	<ul style="list-style-type: none">Eligible districts and campuses receive rating of <i>Not Rated: Other</i> if certain circumstances are met.Assessment results for students displaced due to hurricane are excluded from TAKS accountability indicator.	<ul style="list-style-type: none">Eligible districts and campuses are not evaluated on reading and mathematics indicators if certain circumstances are met.Displaced students are included in AYP calculations. If districts and campuses miss AYP solely due to displaced students, a delay provision is applied to their school improvement timeline.

Table 30: 2009 Grade Level Comparison of State (Standard Procedures) and Federal Accountability

		†Reading ELA	†Math	Writing	Social Studies	Science	**HS Completion	Annual Dropout	Attendance	Participation	
										Read/ELA	Math
Grade 1*	All Students								AYP		
	AA/H/W/ED*										
	Special Ed & LEP										
Grade 2*	All Students								AYP		
	AA/H/W/ED*										
	Special Ed & LEP										
Grade 3	All Students	AYP‡/State	AYP‡/State						AYP	AYP‡	AYP‡
	AA/H/W/ED*	AYP‡/State	AYP‡/State							AYP‡	AYP‡
	Special Ed & LEP	AYP‡	AYP‡							AYP‡	AYP‡
Grade 4	All Students	AYP‡/State	AYP‡/State	State					AYP	AYP‡	AYP‡
	AA/H/W/ED*	AYP‡/State	AYP‡/State	State						AYP‡	AYP‡
	Special Ed & LEP	AYP‡	AYP‡							AYP‡	AYP‡
Grade 5	All Students	AYP‡/State	AYP‡/State			State‡			AYP	AYP‡	AYP‡
	AA/H/W/ED*	AYP‡/State	AYP‡/State			State‡				AYP‡	AYP‡
	Special Ed & LEP	AYP‡	AYP‡							AYP‡	AYP‡
Grade 6	All Students	AYP‡/State	AYP‡/State						AYP	AYP‡	AYP‡
	AA/H/W/ED*	AYP‡/State	AYP‡/State							AYP‡	AYP‡
	Special Ed & LEP	AYP‡	AYP‡							AYP‡	AYP‡
Grade 7	All Students	AYP‡/State	AYP‡/State	State				State	AYP	AYP‡	AYP‡
	AA/H/W/ED*	AYP‡/State	AYP‡/State	State				State		AYP‡	AYP‡
	Special Ed & LEP	AYP‡	AYP‡							AYP‡	AYP‡
Grade 8	All Students	AYP‡/State	AYP‡/State		State‡	State‡		State	AYP	AYP‡	AYP‡
	AA/H/W/ED*	AYP‡/State	AYP‡/State		State‡	State‡		State		AYP‡	AYP‡
	Special Ed & LEP	AYP‡	AYP‡							AYP‡	AYP‡
Grade 9	All Students	State	State				AYP/State				
	AA/H/W/ED*	State	State				State				
	Special Ed & LEP										
Grade 10	All Students	AYP‡/State	AYP‡/State		State‡	State‡	AYP/State			AYP‡	AYP‡
	AA/H/W/ED*	AYP‡/State	AYP‡/State		State‡	State‡	State			AYP‡	AYP‡
	Special Ed & LEP	AYP‡	AYP‡							AYP‡	AYP‡
Grade 11	All Students	State‡	State‡		State‡	State‡	AYP/State				
	AA/H/W/ED*	State‡	State‡		State‡	State‡	State				
	Special Ed & LEP										
Grade 12*	All Students						AYP/State				
	AA/H/W/ED*						State				
	Special Ed & LEP										

* AA/H/W/ED refers to the student groups African American, Hispanic, White, and Economically Disadvantaged.

** High School Completion is defined differently for AYP: Under AYP, the *Graduate* component of the Completion Rate is used, which includes only diploma recipients.

¥ Schools are paired when they do not have grades tested. The use of paired data differs between the two systems.

† Performance on TAKS reading/ELA and math include slightly different groups of students for AYP: Minimum size for student groups in AYP is 50/10%/200; for state accountability it is 30/10%/50. Also AYP includes TAKS-M and TAKS-Alt results for reading/ELA and math while state accountability does not.

‡ Includes TAKS (Accommodated).

Appendix D – Data Sources

This appendix provides data sources for the indicators used in the state accountability system, including those used to assign Gold Performance Acknowledgments (GPA). The information is arranged alphabetically by indicator name.

For each indicator, the *Methodology* section shows the source for the numerator and denominator. *Student Demographics* shows the sources for the demographics used to disaggregate the "All Students" totals into the various student groups used in the accountability system. *Other Information* presents unique topics affecting each indicator.

The primary sources for all data used in the state accountability system are the Public Education Information Management System (PEIMS) data collection, the various assessment companies, and the General Educational Development (GED) data file. *Tables 31, 32, and 33* describe these data sources in detail. The terms provided in these tables are referenced within the indicator discussion.

Table 31: Assessments Used in Accountability

Organization Name	Description
ACT, Inc.	The ACT, Inc. annually provides the agency with the ACT participation and performance data of graduating seniors from Texas public schools. Only one record is sent per student. If a student takes an ACT test more than once, the agency receives the record for the most recent examination taken. The ACT data as of the June administration is used in creating the SAT/ACT indicator.
College Board	The College Board annually provides the agency with the SAT participation and performance data of graduating seniors from Texas public schools. Only one record is sent per student. If a student takes an SAT test more than once, the agency receives the record for the most recent examination taken. The SAT data as of the June administration is used in creating the SAT/ACT indicator. In addition, the College Board provides the agency with the Advanced Placement (AP) examination results of Texas public school students each year. The AP data as of the May administration is used in creating the AP/IB indicator.
International Baccalaureate Organization (IBO)	The International Baccalaureate Organization provides the agency with the International Baccalaureate (IB) examination results of Texas public school students each year. The IB data as of the May administration is used in creating the AP/IB indicator.
Pearson	Pearson is the contractor for the Texas Assessment of Knowledge and Skills (TAKS). After each test administration, the TEA Student Assessment Division receives student-level TAKS data from Pearson.
TEA GED Database	A TEA database containing information about examinee performance on the GED tests is maintained by the Division of Student Support / Discipline. Unlike the information in most other TEA data files, which is reported annually, receipt of a GED test(s) is reported as soon as the test is scored. A certificate is mailed once the examinee has passed all five tests, and the information is stored in a database. Candidates take GED tests at centers throughout the state in school districts, colleges and universities, education service centers, and correctional facilities. Tests are given year-round, and the results are transmitted electronically to the TEA from the University of Texas Scoring Center.

Table 32: PEIMS Record Types Used in Accountability

Record	Name	Description	Submission/ Month
101	Student Demographic Data	Demographic information about each student, including the student's ethnicity, sex, date of birth, migrant status, as-of-status, campus of accountability, demographic revision confirmation code, and student attribution code.	1 st /October, 3 rd /June
110	Student Enrollment Data	Enrollment information about each student, including the student's grade, Average Daily Attendance (ADA) eligibility, economically disadvantaged status, at-risk status, and indicators of the special programs in which the student participates.	1 st /October
203	Leaver Data	Information about students served in grades 7-12 in the prior school year (2007-08) who did not continue in enrollment the following fall, and who did not move to another Texas public school district, graduate before 2007-08 school year, or receive a GED by August 31, 2008. 2007-08 leavers are students who graduated in that school year, dropped out, or left school for non-dropout reasons (e.g., enrolled in school outside the Texas public school system, or returned to home country). This record contains last campus of enrollment, the leaver reason, and additional information for graduates.	1 st /October
400	Basic Attendance Data	Information about each student for each of the 6 six-week attendance reporting periods in the year. For each student, for each six-week period, districts report grade level, number of days taught, days absent, and total eligible and ineligible days present and selected special program information.	3 rd /June
405	Special Education Attendance Data	Information about each student served in a special education program. For each student, for each six-week period, districts report grade-level and also instructional-setting codes.	3 rd /June
415	Course Completion Data	Information about each student who was in membership in grades 9-12 and who completed at least one state-approved course during the school year. This record contains campus of enrollment, course sequence, pass/fail credit indicator, distance learning indicator, and dual credit indicator.	3 rd /June

Table 33: Student Demographics

Trait	Description
Economic Status	<p>A student may be identified as economically disadvantaged by the district if he or she:</p> <ul style="list-style-type: none"> meets eligibility requirements for: <ul style="list-style-type: none"> the federal free or reduced price lunch programs; Title II of the Job Training Partnership Act (JTPA); Food Stamp benefits; Temporary Assistance to Needy Families (TANF) or other public assistance; received a Pell grant or funds from other comparable state program of needs-based financial assistance; or is from a family with an annual income at or below the official federal poverty line.
Ethnicity	<p>Districts assign student ethnicity from one of the following categories:</p> <ul style="list-style-type: none"> American Indian or Alaskan Native (<i>not evaluated separately for accountability</i>) Asian or Pacific Islander (<i>not evaluated separately for accountability</i>) Black, not of Hispanic origin Hispanic White, not of Hispanic origin
At Risk	<p>A student is identified as at risk of dropping out of school based on state-defined criteria (TEC §29.081). The statutory criteria for at risk status include each student who is under 21 years of age and who:</p> <ol style="list-style-type: none"> was not advanced from one grade level to the next for one or more school years; is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester; did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument; is in prekindergarten, kindergarten or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year; is pregnant or is a parent; has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year; has been expelled in accordance with TEC §37.007 during the preceding or current school year; is currently on parole, probation, deferred prosecution, or other conditional release; was previously reported through the PEIMS to have dropped out of school; is a student of limited English proficiency, as defined by TEC §29.052; is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official; is homeless, as defined NCLB Title X, Part C, Section 725(2), the term “homeless children and youths,” and its subsequent amendments; or resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
Special Education Status	<p>Special education status indicates the student is participating in a special education instructional and related services program or a general education program using special education support services, supplementary aids, or other special arrangements.</p>

Opportunities for Data Correction

PEIMS

General Data. The PEIMS data collection has a prescribed process and calendar for correcting errors or omissions discovered after the original submission. *The accuracy of all reports, whether they show ratings, acknowledgments, or recognitions is wholly dependent on the accuracy of the information submitted.* Districts are responsible for the accuracy of all their PEIMS data. Several mechanisms are in place to facilitate the collection of accurate data. First, all submitted data must pass an editor program before being accepted. In addition, districts can access various summary reports through the *EDIT+* application to assist them in verifying the accuracy of their data prior to submission deadlines. For each submission, a resubmission window is provided so that districts have an opportunity to resubmit information if an error is detected. See the *PEIMS Data Standards* (available at ritter.tea.state.tx.us/peims/standards/index.html) for the appropriate year for more details about the correction windows and submission deadlines.

Person Identification Database (PID) Updates. PID changes have profound ramifications throughout the Texas public education data system. Year-to-year and collection-to-collection matching are dependent upon stable PID records. *PEIMS Data Standards* should be followed to ensure that PID updates submitted by districts are processed properly. For information please see the edit process for PID, online at ritter.tea.state.tx.us/peims/pid/index.html.

ASSESSMENT DATA

TAKS. Student identification, demographic data, and scoring status information as entered on the answer document at the time of testing is used to determine the accountability subset for campus and district ratings. After the testing dates, districts are able to provide corrections to the test contractor and request corrected reports; however, those changes are not incorporated into the TAKS results used for determining accountability ratings or subsequent reports (e.g. AEIS and School Report Cards). That is, districts do not have the option to change student identification, demographics, program participation, or score code status for purposes of accountability after test results are known. They have multiple opportunities to provide accurate information through their PEIMS submissions, pre-coded data files provided to the test contractor, and updates to the TAKS answer documents at the time of testing.

For 2009, as in 2008, districts also had the opportunity to correct the TEST TAKEN INFO field for the tests taken during the primary administrations in the spring. Changes to this field that were submitted within the correction window will be included in the TAKS data files used in determining the 2009 accountability ratings.

Districts also have the opportunity to update the TAKS history file with the correct student ID information through the “*Online Viewing of Student History*” system. In 2009 this is important because some students may not have Texas Projection Measure (TPM) results only because the student’s ID information does not match information previously submitted by the district that was loaded in the TAKS history file. If history updates were made prior to June 5, 2009, the TPM calculations for these students will be included in the final statewide results used for accountability purposes.

SAT, ACT, AP, and IB. The student taking the SAT, ACT, AP, or IB test identifies the school to which scores are attributed. Schools are encouraged to verify campus summary information on these tests immediately upon receipt. Discrepancies should be reported to the testing companies, not to TEA. Once the testing companies finalize results for yearly summaries, subsequent corrections are not reflected in any national, state, district, or school results released.

Indicator Data Sources

ADVANCED COURSE/DUAL ENROLLMENT COMPLETION

Methodology:

$$\frac{\text{number of students in grades 9 through 12} \\ \text{who received credit for at least one advanced course (from PEIMS 415)}}{\text{number of students in grades 9 through 12} \\ \text{who completed at least one course (from PEIMS 415)}}$$

Year of Data: 2007-08

Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2007	June 2008

Other Information:

- A list of courses designated as advanced is published each year in the *AEIS Glossary*. The most current list can be accessed online at ritter.tea.state.tx.us/perfreport/aeis/2009/glossary.html#appendc.

ADVANCED PLACEMENT/INTERNATIONAL BACCALAUREATE EXAM RESULTS

Methodology:

Participation:

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders taking} \\ \text{at least one AP or IB examination (from College Board and IBO)}}{\text{total non-special education students enrolled in 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grades (from PEIMS 110)}}$$

Performance:

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders with} \\ \text{at least one score at or above the criterion score (from College Board and IBO)}}{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders with at least one AP or IB examination (from College Board and IBO)}}$$

Year of Data: 2007-08

Student Demographics:

	Economic Status	Ethnicity	Special Education Status
Source	n/a	PEIMS 101 (primary) College Board and IBO (secondary)	PEIMS 110
Date	n/a	October 2007 (primary) May 2008 (secondary)	October 2007

Other Information:

- *Primary and Secondary Sources.* Secondary sources are used when the primary source does not contain ethnicity for a given student.
- *Special Education.* Those students reported as receiving special education services are removed from the count of grade 11 & 12 enrollees used in the denominator of the participation calculation.

ANNUAL DROPOUT RATE**Methodology for Grade 7-8 Annual Dropout Rate:**

$$\frac{\text{number of dropouts (from PEIMS 203)}}{\text{number of students served during the school year, including ADA ineligible students (from PEIMS 110 and 400)}}$$

where students in grades 7 and 8 (numerator and denominator) are used in determining ratings under standard procedures.

Methodology for Grade 7-12 Annual Dropout Rate:

$$\frac{\text{number of dropouts (from PEIMS 203)}}{\text{number of students served during the school year, including ADA ineligible students (from PEIMS 110 and 400)}}$$

where students in grades 7-12 (numerator and denominator) are used in determining ratings under AEA procedures.

Year of Data: 2007-08

Student Demographics:*Numerator*

	Economic Status	Ethnicity	Grade
Source	PEIMS 110 (primary)	PEIMS 101 (primary & secondary)	PEIMS 110 (primary) PEIMS 400 (primary) PEIMS 101 (secondary)
Date	October 2007 (primary)	June 2008 (primary) October 2008 (secondary)	October 2007 (primary) June 2008 (primary) October 2008 (secondary)

Denominator

	Economic Status	Ethnicity	Grade
Source	PEIMS 110	PEIMS 101	PEIMS 110 PEIMS 400
Date	October 2007	October 2007 June 2008	October 2007 June 2008

Other Information:

- *Dropout Definition.* Beginning with 2005-06, the TEA definition of a dropout is aligned with the NCES definition of a dropout. See *Appendix I* for a detailed explanation.
- *Leaver Codes.* Districts are not required to report the status of grade 7-12 students if they moved to another Texas public school district, graduated in a previous school year (before 2007-08), or received a GED in Texas by August 31, 2008. The district must code all other grade 7-12 students who leave with one of the codes shown on *Table 34*. Students who leave due to reasons identified with an asterisk are not counted as dropouts. Only students reported with leaver code 98 are defined as dropouts.
- *Economically Disadvantaged.* For the denominator of the dropout rate calculation, those students who were NOT reported in enrollment in any district on the 2007-08 PEIMS Submission 1 cannot be coded as economically disadvantaged. If a student is economically disadvantaged at any district or campus, he/she is deemed economically disadvantaged at all districts and campuses.
- *Underreported Students.* Information about students reported in either enrollment or attendance in grades 7-12 the prior year but who were not accounted for as movers, previous Texas graduates, or GED recipients and who were not reported as either enrolled or as leavers in the current year are identified as underreported students. Lists of these students can be found on the *EDIT+* reports.
- *Campus of Accountability.* Leavers are assigned to the campuses they were attending when they left the Texas public school system. A student served at a Disciplinary Alternative Education Program (DAEP) and/or a Juvenile Justice Alternative Education Program (JJAEP) is assigned to a "campus of accountability" based on the campus he or she last attended when one can be identified. Campus of accountability may be reported by the district or may be determined by the agency based on PEIMS attendance records reported for the prior year. A detailed table showing assignment in specific situations may be found in the section of the *PEIMS Data Standards* describing the student demographic data (Record Type 101).
- *HB 3092 Campuses.* House Bill 3092, passed during the 80th legislative session in 2007, amended TEC 39.072(d) by adding the underlined portion shown below:
 - (d) Notwithstanding any other provision of this code, for purposes of determining the performance of a school district under this chapter, including the accreditation status of the district, a student confined by court order in a residential program or facility operated by or under contract with the Texas Youth Commission, Texas Juvenile Probation Commission, or any other governmental entity, including a juvenile board, is not considered to be a student of the school district in which the program or facility

- is physically located. The performance of such a student on an assessment instrument or other academic excellence indicator adopted under Section 39.051 shall be determined, reported, and considered separately from the performance of students attending a school of the district in which the program or facility is physically located.
- For 2009 accountability, adjustments were made to the data processing of the base indicators (completion rates, dropout rates, and assessment results) and to other performance indicators reported on the AEIS reports in order to comply with this statutory change. See *Chapter 6* and Table 10 within that chapter for details about the inclusion or exclusion of performance data for these alternative education campuses.
 - *Primary and Secondary Sources.* Secondary sources are used when the primary source does not contain a match for the economic status, grade or ethnicity of every student.

Table 34: Leaver Codes

Code	Translation
01*	Graduated
03*	Died
16*	Return to Home Country
24*	College, Pursue Degree
60*	Home Schooling
66*	Removed-Child Protective Svcs
78*	Expelled, Cannot Return
81*	Enroll In TX Private School
82*	Enroll In School Outside Texas
83*	Administrative Withdrawal
85*	Graduated outside Texas-Returned-Left Again
86*	GED outside Texas
87*	Enroll in University High School Diploma Program
98	Other

* Codes with asterisks are not counted as dropouts in determining the 2009 state accountability ratings.

ATTENDANCE RATE

Methodology:

$$\frac{\text{total number of days students in grades 1-12 were present (from PEIMS 400)}}{\text{total number of days students in grades 1-12 were in membership (from PEIMS 400)}}$$

Year of Data: 2007-08

Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2007	June 2008

COLLEGE-READY GRADUATES**Methodology:**

number of graduates who scored at or above the college-ready criteria on both ELA & mathematics
(from Pearson, College Board, and ACT)
 number of graduates with results in both subjects to evaluate (from PEIMS 203)

Year of Data: Class of 2008

Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101 (primary) College Board and ACT (secondary)
Date	October 2008	October 2008 (primary) June 2008 (secondary)

COMMENDED PERFORMANCE:**READING/ELA, MATHEMATICS, WRITING, SCIENCE, SOCIAL STUDIES****Methodology:**

number of test takers achieving *Commended Performance* on TAKS (by subject) (from Pearson)
total number TAKS test takers (by subject) (from Pearson)

Year of Data: 2008-09

Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2008	October 2008

Other Information:

- *Student Information.* The testing contractor, Pearson, pre-codes student information onto the answer documents from PEIMS data (see record types, above), or from district-supplied data files. The answer documents may also be coded by district staff on the day of testing.

COMPARABLE IMPROVEMENT: READING/ELA, MATHEMATICS

Methodology:

$$\frac{\text{sum of matched student TGI values (by subject) (from Pearson)}}{\text{total number of matched TAKS test takers (by subject) (from Pearson)}}$$

Years of Data: 2009 and 2008 (Spring TAKS Administrations)

Student Demographics: Comparable Improvement is not disaggregated by ethnicity or economic status.

Other Information:

- *Texas Growth Index (TGI).* The TGI is an estimate of a student's academic growth on the TAKS from one year to the next. See *Appendix E – Texas Growth Index and Texas Projection Measure* for a detailed explanation.
- *Group.* Each campus has a unique comparison group of 40 campuses which closely match that campus on six demographic characteristics, including percent of African American students, Hispanic students, White students, economically disadvantaged students, limited English proficient students, and mobile students. See *Appendix F – Campus Comparison Group* for a detailed explanation.
- *Quartiles.* Within each 40 member campus comparison group, campus average TGI values are arranged from highest to lowest. Campuses with average TGI values within the top quartile (the top 25%) of their group qualify for CI acknowledgment.

COMPLETION RATE

Methodology for Completion Rate I:

$$\frac{\text{number of completers (from PEIMS 101, 110, and 203 records)}}{\text{number in class (from PEIMS 101, 110, 203, 400 records and GED)}}$$

where "completers" = graduates plus continuers

Methodology for Completion Rate II:

$$\frac{\text{number of completers (from PEIMS 101, 110, 203 records, and GED)}}{\text{number in class (from PEIMS 101, 110, 203, 400 records and GED)}}$$

where "completers" = graduates plus continuers plus GED recipients

Years of Data: PEIMS submission 1 leaver data, 2005-06 through 2008-09; PEIMS submission 3 attendance data, 2004-05 through 2007-08; PEIMS submission 1 enrollment data, 2008-09, and General Educational Development records as of August 31, 2008.

Student Demographics:

	Economic Status	Ethnicity	At Risk
Source	PEIMS 110	PEIMS 101	PEIMS 110
Date	October of year of final status	June of year of final status or October of year of final status for continuers	October of year of final status

Other Information:

- *Dropout Definition.* The TEA definition of a dropout changed beginning with the 2005-06 year to align with the NCES dropout definition. Because the class of 2008 completion rates span the school years 2004-05 through 2007-08, students who dropped out of the cohort in 2004-05 are defined using the prior definition; while dropouts from 2005-06 and later use the NCES definition.
- *Class vs. Cohort.* The denominator of the Completion Rate calculation is defined as the “class.” The class is the sum of students from the original cohort who have a final status of “graduated,” “continued,” “received GED,” or “dropped out.” There are other students who are members of the original cohort but whose final status does not affect the completion rate calculation. These are:
 - students with a final status that is not considered to be either a completer, GED recipient, or a dropout. Examples include students who left public school to be home schooled or students who returned to home country; and,
 - students whose final status could not be determined because data errors prevented records from being matched or because final status records were not submitted.Students in the cohort but not in the class do not affect the completion rate calculation at all—they are neither in the numerator or the denominator. All rates are based on members of the class.
- *Cohort Members.* Students stay with their original cohort, whether they are retained or promoted. Students are members of one and only one cohort.
- *Standard and AEA Procedures.* The definition of a completer differs between standard and AEA procedures in that GED recipients are not considered to be completers under standard procedures, but are considered completers under AEA procedures. Completion Rate I is used for standard procedures. Completion Rate II is used for AEA procedures. Another difference between AEA and standard procedures is that under certain circumstances, completion rates for at-risk students are evaluated under AEA procedures. At-risk completion rates are not used under standard procedures.

RECOMMENDED HIGH SCHOOL PROGRAM/DISTINGUISHED ACHIEVEMENT PROGRAM

Methodology:

$$\frac{\text{number of graduates reported with graduation codes for } \textit{Recommended High School Program} \text{ or } \textit{Distinguished Achievement Program} \text{ (from PEIMS 203)}}{\text{number of graduates (from PEIMS 203)}}$$

Year of Data: Class of 2008

Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2008	October 2008

Other Information:

- *Graduation Requirements.* The State Board of Education has by rule defined the graduation requirements for Texas public school students. The rule delineates specific requirements for three levels: minimum requirements, the Recommended High School Program (RHSP), and the Distinguished Achievement Program (DAP).
- *Graduation Types.* RHSP graduates are students with type codes of 15, 19, 22, 25, or 28; DAP graduates are students with type codes of 17, 20, 23, 26, or 29. See the *PEIMS Data Standards* for more information.
- *Primary and Secondary Sources.* Secondary sources are used when the primary source does not contain a match for the economic status of every student.

SAT/ACT RESULTS**Methodology:***Participation:*

$$\frac{\text{number of graduates taking either the SAT or the ACT (from College Board and ACT)}}{\text{total non-special education graduates (from PEIMS 203)}}$$

Performance:

$$\frac{\text{number of examinees at or above the criterion score (from College Board and ACT)}}{\text{number of examinees taking either the SAT or ACT (from College Board and ACT)}}$$

Year of Data: Class of 2008**Student Demographics:**

	Economic Status	Ethnicity	Special Education Status
Source	n/a	PEIMS 101 (primary) College Board and ACT (secondary)	PEIMS 405
Date	n/a	October 2007 (primary) June 2008 (secondary)	June 2008, October 2008

Other Information:

- *Primary and Secondary Sources.* Secondary sources are used when the primary source does not contain ethnicity for a given student.
- *Special Education.* Those students reported as receiving special education services in all six of the six-week attendance periods, or for whom the graduation type code on the 203 leaver record indicates special education (graduation type codes 04, 05, 06, 07, 18, 19, or 20) are removed from the count of total graduates used in the denominator of the participation calculation.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS**Methodology:**

$$\frac{\text{number of students passing TAKS (by subject) (from Pearson)}}{\text{total number TAKS test takers (by subject) (from Pearson)}}$$

Year of Data: 2008-09

Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2008	October 2008

Other Information:

- *Student Information.* The testing contractor, Pearson, pre-codes student information onto the answer documents from PEIMS data (see record types, above), or from district-supplied data files. The answer documents may also be coded by district staff on the day of testing.
- *Prior Year Results.* Prior year assessment results (TAKS spring 2008) have not been recalculated. The 2008 results used in 2009 will match those published in 2008.
- *Attribution of Test Results and Subset Rules.* Table 35 illustrates the conditions under which a test result will be used for state accountability. For purposes of this table, students are assumed to be enrolled in the campus or district on the PEIMS October snapshot date.

Although the table reflects a campus perspective, the conditions shown also apply to districts. Substitute “district” for “campus” throughout this table in order to use it to determine district assessment results.

The left half of the table shows the testing dates for each subject and grade. The right half shows the conditions that must be met for a test result to be used.

Example: The results for a grade 3 student who took the second TAKS reading administration (R2) will count for the campus if the student had an answer document submitted for the first administration (R1) at the same campus. If this is not true, the second TAKS reading result will not count for the campus.

Example: The results for a grade 9 student who took TAKS reading will NOT count at the campus if the student’s TAKS mathematics results were found at another campus.

- *Student Success Initiative (SSI) Mobility Subset.*
 - Mobility between administrations of the TAKS for students in SSI grades (grades 3, 5, and 8) presents a special challenge for excluding mobile students. Tables 36 and 37 show different scenarios for inclusion and exclusion of students in the campus accountability subset in the SSI grades.
 - If discrepancies in student demographics are found between test administrations in these grades, the information from the first administration is used.
- *Source of Student Demographics across Test Administrations.* For students in grades other than the Student Success Initiative (SSI) grades, the source for demographic information is the primary April administration. This means that the demographics for students who take writing (grades 4 and 7) reading (grade 9) or ELA (grades 10 and 11) will be taken from their April answer documents. Demographics include ethnicity and economic status.

Table 35: Attribution of Test Results and Subset Rules

(In this table, students are assumed to be enrolled at the campus for the October snapshot date.)

When TAKS Test GIVEN								When Test COUNTS for Accountability Rating		
2008-09 Testing Calendar								This test will be used for Accountability...	IF this test was taken at my campus—√...	AND these other conditions apply (if any).
	March	April				May				
	3 rd	7 th	28 th	29 th	30 th	1 st	19 th			
3	R1		M	R2				R1	√ and...	if M at my campus & no R2 anywhere.
								M	√.	
								R2	√ and...	if R1 at my campus.
4	W		M	R				W	√ or anywhere else and...	if M or R at my campus.
								W	√ and...	if no M or R anywhere.
								M	√.	
								R	√.	
5	R1	M1		R2	SC*		M2	R1	√ and...	if SC at my campus & no R2 anywhere.
								M1	√ and...	if no M2 anywhere.
								R2	√ and...	if R1 at my campus.
								SC	√.	
6			M	R				M2	√ and...	if M1 at my campus.
								M	√.	
7	W		M	R				R	√.	
			Same as grade 4.							
8	R1	M1		R2	SC*	SS*	M2	R1	√ and...	if SC or SS at my campus & no R2 anywhere.
								M1	√ and...	if no M2 anywhere.
								R2	√ and...	if R1 at my campus.
								SC	√.	
								SS	√.	
9	R				M			M2	√ and...	if M1 at my campus.
							R	√ or anywhere else and...	if M at my campus.	
							R	√ and...	if no M anywhere.	
							M	√.		
10	ELA		M		SC*	SS*		ELA	√ or anywhere else and...	if M, SC, or SS at my campus.
							ELA	√ and...	if no M, SC, or SS anywhere.	
							M	√.		
							SC	√.		
							SS	√.		
11	ELA*			M*	SC*	SS*		Same as grade 10.		

* An asterisk means that for accountability purposes, either a TAKS or TAKS (Accommodated) result is sufficient to meet the condition. If no asterisk is shown, a TAKS result must exist in order to meet the condition.

LEGEND:

R = reading; R1 = 1st administration of reading; R2 = 2nd administration of reading

M = mathematics; M1 = 1st administration of mathematics; M2 = 2nd administration of mathematics

W = writing

SC = science

SS = social studies

ELA = English Language Arts

Table 36: Accountability Subset for SSI - Grades 3, 5, & 8 TAKS Reading

	Was the student on your campus on Oct. 31st (snapshot date)?	Did the student take (or have an answer document submitted for) the March 3rd TAKS Reading on your campus?	Did the student have an answer document submitted for any TAKS April 28th – May 1st on your campus?	Student is in your accountability subset for TAKS
Scenario 1	Yes	Yes	Yes	Yes
Scenario 2	Yes	Yes	No	No
Scenario 3	Yes	No	Yes	No
Scenario 4	No	Yes	Yes	No
Scenario 5	No	Yes	No	No
Scenario 6	No	No	No	No
Scenario 7	No	No	Yes	No

Table 37: Accountability Subset for SSI - Grade 5 & 8 TAKS Mathematics

	Was the student on your campus on Oct. 31st (snapshot date)?	Did the student take (or have an answer document submitted for) the April 7th TAKS Math on your campus?	Did the student take (or have an answer document submitted for) the May 19th TAKS Math on your campus?	Student is in your accountability subset for TAKS
Scenario 1	Yes	Yes	Yes	Yes
Scenario 2	Yes	Yes	No (took test on April 7 th then moved; answer document for May 19 th cannot be found on another campus)	Yes
Scenario 3	Yes	Yes	No (took test on April 7 th then moved; answer document for May 19 th found at another campus)	No
Scenario 4	Yes	No	Yes	No
Scenario 5	No	Yes	Yes	No
Scenario 6	No	Yes	No	No
Scenario 7	No	No	No	No
Scenario 8	No	No	Yes	No

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS – PROGRESS INDICATOR
(AEA procedures only)

Methodology:

number of TAKS tests that meet the standard or meet TPM (grades 3-10) or meet TGI (grade 11) and
number of TAKS exit-level retests that meet the standard (*from Pearson*)

number TAKS tests taken and number of TAKS exit-level retests
that meet the standard (*from Pearson*)

Years of Data: 2009 and 2008

Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2008, October 2007	October 2008, October 2007

Other Information:

- *Texas Growth Index (TGI) and Texas Project Measure (TPM).* Detailed TGI and TPM information is in *Appendix E – Texas Growth Index and Texas Projection Measure*.
- *Matched Demographics.* If discrepancies in student demographics are found between test administrations in the SSI grades, the information on the first administration is used. For students in grades other than the SSI grades, the source for demographic information is the primary April administration.
- *Student Information.* The testing contractor, Pearson, pre-codes student information onto the answer documents from PEIMS data (see record types, above), or from district-supplied data files. The answer documents may also be coded by district staff on the day of testing.

TEXAS PROJECTION MEASURE (TPM)**Methodology:**

$$\frac{\text{number of students passing TAKS} + \text{number failing TAKS but meeting TPM (by subject) (from Pearson)}}{\text{total number TAKS test takers (by subject) (from Pearson)}}$$

Year of Data: 2008-09**Student Demographics:**

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2008	October 2008

Other Information:

- *TPM and TAKS (Accommodated).* The TPM is calculated for students who take TAKS and TAKS (Accommodated) tests, as well as linguistically accommodated tests (LAT). LAT results and some TAKS (Accommodated) results are not used in determining 2009 state accountability ratings. TPM values that are based on test results not used for accountability will likewise not be used for accountability. However, if a student's performance on TAKS (Accommodated) or LAT tests contribute to the TPM value calculated for a regular TAKS assessment taken by that student, that TPM value will be used. For example, assume a 6th grade student takes the regular TAKS assessment in mathematics and the LAT version of TAKS reading. Assuming other calculation criteria are met, the TPM values for this student in both subjects will be based on the LAT performance in reading and the regular TAKS performance in mathematics. Given this is not a mobile student; the accountability system will include this student's performance

and TPM result in mathematics. Neither the reading performance nor the reading TPM result will be included.

- *TPM and the Student Success Initiative (SSI) Grades.* When a student takes a retest, the student's best score from the primary administration or retest administrations will be used in the TPM. Since scores from more than one subject area are used in the projection equations, whenever a student takes a retest, projections are made again in **all** subjects. This means the evaluation of TPM values in the SSI grades cannot be made until after the last retest administration. Accountability processing will use the best TPM value, though any TPM used must be tied to a score code from a test version that is part of the accountability system.
- *No TPM Information.* Some students do not have TPM results even though they tested in TAKS in both reading and mathematics. This may happen because a student's ID information (e.g., PEIMS ID, name, and date of birth) does not match information previously submitted by the district that was loaded in the TAKS history file. Districts can resolve non-matching situations by updating the TAKS history file with the correct student ID information through the "Online Viewing of Student History" system. If history updates were made prior to June 5, 2009, the TPM calculations will be included in the final statewide results used for accountability purposes. See item 43 of the Frequently Asked Questions document on the Student Assessment website for more information. The document is located at:
ritter.tea.state.tx.us/student.assessment/resources/growth_proposal/030509_TPM_FAQ.doc.

TEXAS SUCCESS INITIATIVE (TSI) – HIGHER EDUCATION READINESS COMPONENT: ELA, MATHEMATICS

Methodology:

$$\frac{\text{number of test takers achieving TSI standard (by subject) (from Pearson)}}{\text{number of grade 11 test takers (by subject) (from Pearson)}}$$

Year of Data: 2008-09

Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2008	October 2008

Other Information:

- *TSI Standard.* The Texas Higher Education Coordinating Board sets the standard that students must achieve on the exit-level TAKS to be considered college ready.
- *Student Information.* The testing contractor, Pearson, pre-codes student information onto the answer documents from PEIMS data (see record types, above), or from district-supplied data files. The answer documents may also be coded by district staff on the day of testing.

Appendix E – Texas Growth Index and Texas Projection Measure

When the Texas Assessment of Knowledge and Skills (TAKS) testing program was implemented a new growth measure, the Texas Growth Index (TGI), was introduced. The TGI provides an estimate of a student's academic growth on the TAKS tests, over two consecutive years and in two consecutive grades.

The TGI did not meet the requirements for growth-based accountability for the U.S. Department of Education (USDE) growth pilot. Therefore, when the USDE pilot growth program was announced and student growth legislation in Texas was passed, Texas began researching alternatives for growth measures that would satisfy both federal and state requirements. Ultimately, the Texas Projection Measure (TPM) was selected as the best option.

For the 2008-09 school year, both TGI and TPM values were calculated. This appendix describes the use of these two growth measures in the 2009 state accountability system.

USES OF TGI IN 2009 STATE ACCOUNTABILITY

In 2009, the TGI continues to be used in state accountability much like it was in prior years. For the state accountability system, it is used in two ways:

- to calculate Gold Performance Acknowledgments for Comparable Improvement in Reading/ELA and Mathematics; and
- to calculate the TAKS Progress Indicator under the alternative education accountability (AEA) procedures.

A change in the use of TGI in 2009 is that the TAKS Progress Indicator now uses the TPM for students tested in grades 3 through 10 and uses TGI for grade 11 only. In previous years, the TGI was used for all grades. See *Chapter 10 – AEA Base Indicators* for details on the use of TGI and TPM in the calculation of the TAKS Progress Indicator under AEA procedures.

The continued use of TGI in the state accountability system will be reviewed during each annual accountability development cycle.

The parameters used to determine TGI (shown in the tables below) were developed using the empirical data from the base comparison years — spring 2003 to spring 2004.

TGI METHODOLOGY

With TGI, a student's growth is defined as the student's score in Year 2 minus the student's projected score for Year 2. A student's projected score for Year 2 is the score in the distribution at Year 2 that corresponds to the student's Year 1 score. If the student's score is above the expected score, the student is considered to have grown. If the student's score is below the expected (projected) score, the student is considered to have regressed. Expected growth is defined as maintaining location in the distribution year to year.

To determine the TGI for an individual student, growth equation parameters are needed for each subject and grade. See *Tables 37 and 38* for these parameters. Steps for determining a TGI value for a sample student are shown in *Table 39*.

Table 38: TGI Growth Equation Parameters – Mathematics and Science

Growth Grades	Subject	Starting Point	Increase	Adjustment
3-4	Math	-3.38	1.006	138.07
3-4 (Spanish)	Math	-903.49	1.44	190.11
4-5	Math	-530.83	1.258	160.01
4-5 (Spanish)	Math	-32.22	1.03	160.29
5-6	Math	-167.96	1.085	152.94
5-6 (Spanish)	Math	-11.10	1.04	173.12
6-7	Math	612.26	0.705	95.40
7-8	Math	-544.89	1.269	118.89
8-9	Math	-775.75	1.378	136.19
9-10	Math	480.79	0.773	95.47
10-11	Math	-138.428	1.092	104.38
10-11	Science	410.23	0.832	75.94

Table 39: TGI Growth Equation Parameters – Reading, ELA, and Social Studies

Growth Grades	Subject	Starting Point	Increase	Adjustment
3-4	Reading	-12.89	0.993	135.97
3-4 (Spanish)	Reading	-158.07	1.03	158.44
4-5	Reading	-520.23	1.235	149.93
4-5 (Spanish)	Reading	-480.94	1.24	159.13
5-6	Reading	-66.29	1.066	151.85
5-6 (Spanish)	Reading	109.69	.99	143.36
6-7	Reading	372.28	0.827	126.53
7-8	Reading	-87.53	1.065	128.61
8-9	Reading	712.12	0.663	101.31
9-10	Reading/ELA	535.21	0.762	91.11
10-11	ELA	128.38	0.962	96.41
10-11	Social Studies	464.43	0.810	93.98

TGI growth equation parameters were calculated based on TAKS scale score changes between spring 2003 and spring 2004. These base calculations have been applied in each subsequent year.

Table 40: Sample TGI Calculation

Suppose you wish to examine a student's mathematics growth from Grade 10 to Grade 11. Suppose that student had a scale score of 2188 in Grade 10 and a scale score of 2161 in Grade 11.

	STEPS	EXAMPLE VALUES
Step 1	Find the starting point for that student in the row of the table that matches that student's grade and subject.	-138.428
Step 2	Take the student's scale score in the first year.	2188
Step 3	Find the increase for that student in the row of the <i>Table 37</i> or <i>38</i> that matches that student's grade and subject.	1.092
Step 4	Multiply student's scale score from the first year by the increase.	$2188 \times 1.092 = 2389.296$
Step 5	Add the amount from Step 1 and the total from Step 4. This is the expected student scale score for the second year .	$-138.428 + 2389.296 = 2250.868$
Step 6	Take the student's scale score from the second year and subtract the expected student score from it. This number is the difference in expectation .	$2161 - 2250.868 = -89.868$
Step 7	Calculate Adjusted TGI by dividing the result from Step 6 by the Adjustment factor shown on the appropriate row of the table. Round to the second decimal place.	$-89.868 / 104.38 = -0.86$
Step 8	If the difference in expectation is positive, that student grew more than expected. If the difference in expectation is negative, that student grew less than expected.	Since -0.86 is negative; the student grew less than expected.

HOW TGI IS USED IN DETERMINING COMPARABLE IMPROVEMENT

Comparable Improvement (CI) is calculated separately for TAKS reading/ELA and TAKS mathematics. The student-level TGI values are aggregated to the campus level to create an average TGI for each campus.

Who are included:

Students included in a school's CI calculation are those who:

- took the spring 2009 TAKS reading/ELA and/or mathematics tests, in grades 4 – 11 or took the spring 2009 grade 11 TAKS (Accommodated) test in ELA and/or mathematics
- are part of the 2009 *Accountability Subset* (see *Chapter 2*);
- can be matched to the spring 2008 TAKS administration—anywhere in the state—to find their prior year performance for reading/ELA, and/or mathematics; and,
- have been promoted to one higher grade than in 2008.

Calculating Average TGI:

$$\text{average TGI(reading/ELA)} = \frac{\text{sum of individual student TGI values for reading/ELA}}{\text{total number of students with TGI in reading/ELA}}$$

$$\text{average TGI(mathematics)} = \frac{\text{sum of individual student TGI values for mathematics}}{\text{total number of students with TGI in mathematics}}$$

Once the average TGI is determined, it is listed with the other 40 average TGIs of the school's comparison group. The schools are arranged from highest to lowest average TGI. If the target school falls in the top quartile and all other eligibility criteria are met, it is awarded a GPA for CI. This is calculated separately by subject.

Other information:

- *Retesters.* The analyses establishing the TGI did not include the retest administrations, that is, it is calculated from the first administration for grade 11 exit-level students, and for the first administration in the SSI grades — grade 3 reading and grades 5 and 8 reading and mathematics. Therefore, it should not be calculated for students retesting on either the Exit TAKS or TAKS retest administrations at the SSI grades.
- *Quartile Size.* Because there are 40 schools in a comparison group, there are usually 10 schools in each quartile (with the target school being the 11th school in its quartile). Exceptions to this occur when a group has tied average TGI values at the border between quartiles, or when a school in a group has too few “matched students,” and is therefore not assigned an average TGI value or a quartile. This will cause the number of schools in each quartile to vary.
- *Quartile Rank.* High growth values do not necessarily imply that more students are passing the TAKS. It simply evaluates the performance growth of all students regardless of whether they passed or failed.
- *Quartile Position Across Subjects.* A school's quartile position can vary by subject. For instance, a school may be Q1 in reading, but it may be Q2 in mathematics. Quartile position is relative to the performance of the other schools in the group.
- *Quartile Position Across Groups.* A school may be Q1 for its own group and Q4 as a member of another school's group. (However, the quartile value evaluated for a particular school is the one determined for the school's own group.)
- *Minimum Size.* Any school with fewer than 10 matched students for a subject will not have average TGI values calculated and will not be assigned a quartile position.
- *Number of Matched Students.* The number of matched students for reading may differ from the number of matched students for mathematics.
- *TGI Uses.* The TGI is not intended for use with individual students, nor is it intended for comparing the growth of different classrooms within a school to evaluate teachers.
- *Negative TGI Values.* The TGI is a statistic with a mean of zero; negative values for students indicate the growth is less than expected. A negative TGI does not mean that performance of students declined from the prior year. Campuses with negative TGI values are not prohibited from earning CI acknowledgments.

For a more detailed explanation of *Gold Performance Acknowledgment*, see the *Chapter 5 – Gold Performance Acknowledgments*.

HOW TGI IS USED IN DETERMINING THE TAKS PROGRESS INDICATOR

The TAKS Progress Indicator is used in evaluating registered alternative education campuses (AECs) and charter operators that qualify for evaluation under AEA procedures. For an explanation of how TGI is used in this indicator, see *Chapter 10 – AEA Base Indicators*.

USES OF TPM IN 2009 STATE ACCOUNTABILITY

As explained above, the TPM is used under AEA procedures as a component of the TAKS Progress Indicator. Under standard procedures the TPM is used as an additional feature of the system as a means of elevating a campus or district rating when neither the “Percent Meeting the Standard” nor Required Improvement is sufficient to achieve the next higher rating. The TPM offers an alternative approach to demonstrating achievement that meets state goals. See *Chapter 3 – The Basics: Additional Features* and *Appendix D – Data Sources* for more information about how the TPM is used in determining standard accountability ratings.

TPM METHODOLOGY

The TPM estimates whether a student is likely to pass TAKS assessments in the next high-stakes grade (grade 5, 7 [writing only], 8, or 11). The TPM does not evaluate student score changes in past years, so it is more accurately classified as a projection measure, which provides information about how a student will likely perform in the future after receiving grade-level instruction.

This measure is based on (1) the student’s current performance on TAKS and (2) the prior year TAKS scores of all students on the campus that the student attends. The TPM is reported in mathematics, reading, English language arts, science, social studies, and writing. Projections for each student are made separately for each subject. When projections are made to a future grade, the result is a projected score. To determine if a student is projected to meet the standard or not in the projected grade, the projected score is compared with the Met Standard cut point in the projected grade and subject.

Resources related to the TPM are available at ritter.tea.state.tx.us/student.assessment/resources/growth_proposal/. Resources at this site include the following:

- Online Texas Projection Measure Calculator
- Step-by-step procedures for calculating the Texas Projection Measure
- A listing of district and campus subject means
- Procedures for developing the Texas Projection Measure equations
- Texas Projection Measure Frequently Asked Questions

Additional information on the TPM will be posted at this website as it becomes available.

Appendix F – Campus Comparison Group

Each campus is assigned to a unique comparison group of 40 other public schools (from anywhere in the state), that closely matches that school on six characteristics. Comparison groups are provided so that schools can compare their performance—shown on AEIS reports—to that of other schools with whom they are demographically similar. Comparison groups are also used for determining Comparable Improvement (See *Chapter 5 – Gold Performance Acknowledgments* and *Appendix E – Texas Growth Index and Texas Projection Measure*).

The demographic characteristics used to construct the campus comparison groups include those defined in statute as well as others found to be statistically related to performance.

They are:

- the percent of African American students enrolled for 2008-09;
- the percent of Hispanic students enrolled for 2008-09;
- the percent of White students enrolled for 2008-09;
- the percent of economically disadvantaged students enrolled for 2008-09;
- the percent of limited English proficient (LEP) students enrolled for 2008-09; and
- the percent of mobile students as determined from 2007-08 cumulative attendance.

All schools are first grouped by type (elementary, middle, high school, or multi-level). Then the group is determined on the basis of the most predominant features at the target school. Assume that Sample High School has the following percentages for the six groups:

- 7.6% African American,
- 36.8% Hispanic,
- 53.9% White,
- 28.2% economically disadvantaged,
- 10.7% limited English proficient, and
- 23.7% mobile students.

Of these features, the most predominant (*i.e.*, the largest) is the percent of White students, followed by the percent of Hispanic students, the percent of economically disadvantaged students, the percent of mobile students, the percent of limited English proficient students, and finally, the percent of African American students. The following steps illustrate how the group is determined from the pool of all high schools:

- Step 1: 100 high school campuses with percentages closest to 53.9% White students are identified;
- Step 2: 10 schools from the initial group of 100 are eliminated on the basis of being most distant from the value of 36.8% Hispanic;
- Step 3: 10 of the remaining 90 schools which are most distant from 28.2% economically disadvantaged students are eliminated;

- Step 4: 10 of the remaining 80 schools which are most distant from 23.7% mobile students are eliminated;
- Step 5: 10 of the remaining 70 schools which are most distant from 10.7% limited English proficient students are eliminated;
- Step 6: 10 of the remaining 60 schools which are most distant from 7.6% African American students are eliminated; and
- Step 7: 10 of the remaining 50 schools which are most distant from 7.6% African American and/or 28.2% economically disadvantaged students are eliminated. (This last reduction step is based on the least predominant characteristics among the four student groups evaluated in the accountability system: African American, Hispanic, White, and economically disadvantaged.)

The final group size is 40 schools. This methodology creates a unique comparison group for every campus.

Other Information:

- Comparison groups are recreated each year to account for changes in demographics that may occur.
- With this methodology, the number of times a school appears as a member of other groups will vary.
- In cases where the campus has a missing mobility value, the district's average mobility is used as a proxy. This will happen for schools in their first year of operation, since mobility is based on prior year data.
- Districts are not grouped.

Appendix G – Contacts

The *2009 Accountability Manual* contains detailed information about all aspects of the accountability system for Texas public schools and districts. However, if questions remain, your Education Service Center (ESC) representatives are available for further assistance.

ESC ACCOUNTABILITY CONTACTS

ESC	Name	Email Address	Phone Number
1	Lisa Conner	lconner@esc1.net	(956) 984-6027
2	Nori Mora Sonia A. Perez Linda P. Villarreal	nori.mora@esc2.us sonia.perez@esc2.us linda.villarreal@esc2.us	(361) 561-8501 (361) 561-8407 (361) 561-8404
3	Christina Salazar Charlotte Baker	csalazar@esc3.net cbaker@esc3.net	(361) 573-0731 ext. 252 (361) 573-0731 ext. 204
4	Dorothy White	dwhite@esc4.net	(713) 744-6358
5	Monica Mahfouz	mmahfouz@esc5.net	(409) 923-5411
6	Mark Kroschel	mkroschel@esc6.net	(936) 435-8300
7	Jane Silvey	jsilvey@esc7.net	(903) 988-6796
8	Cynthia Bayuk Jackie Dammann Karen Whitaker	cbayuk@reg8.net jdammann@reg8.net kwhitaker@reg8.net	(903) 572-8551 ext. 2626 (903) 572-8551 ext. 2736 (903) 572-8551 ext. 2715
9	Jean Ashton Rhonda Cavett Vicki Holland	jean.ashton@esc9.net rhonda.cavett@esc9.net vicki.holland@esc9.net	(940) 322-6928
10	Lorna Bonner Kerry Gain	lorna.bonner@region10.org kerry.gain@region10.org	(972) 348-1324 (972) 348-1480
11	Elizabeth Rowland	erowland@esc11.net	(817) 740-7625
12	Jack Crain Johnny Giebler Stephanie Kucera Charlene Simpson	jcrain@esc12.net jgiebler@esc12.net skucera@esc12.net csimpson@esc12.net	(254) 297-1104 (254) 297-1111 (254) 297-1154 (254) 297-1106
13	Ervin Knezek Eileen Reed	ervin.knezek@esc13.txed.net eileen.reed@esc13.txed.net	(512) 919-5485 (512) 919-5334
14	Tony Huey	thuey@esc14.net	(325) 675-8620
15	Judy Lisewsky Larry Taylor	judy.lisewsky@netxv.net larry.taylor@netxv.net	(325) 658-6571 ext. 158 (325) 658-6571 ext. 204
16	Shirley Clark	shirley.clark@esc16.net	(806) 677-5130
17	Holly Lee	hlee@esc17.net	(806) 281-5859
18	Debbie Bynum Kaye Orr	dbynum@esc18.net kayeorr@esc18.net	(432) 567-3218 (432) 567-3244
19	Karen Blaine	kblaine@esc19.net	(915) 780-5024
20	Sheila Collazo	sheila.collazo@esc20.net	(210) 370-5481

This information was current as of June 2009. It is subject to change at any time.

OTHER CONTACTS

Questions related to indicators, programs, and policies not covered in the *Manual* should be directed to the appropriate contact listed below. *All telephone numbers are in the (512) area code unless otherwise indicated.*

Subject	Contact	Number
AEIS Reports	Performance Reporting	463-9704
Accountability Ratings (methodology)	Performance Reporting	463-9704
Adequate Yearly Progress (AYP)	Performance Reporting	463-9704
Alternative Education Accountability	Performance Reporting	463-9704
Appeals	Performance Reporting	463-9704
Blue Ribbon Schools	Communications	463-9103
Campus ID (changing)	Accountability Research (AskTED)	463-9809
Charter Schools	Charter Schools	463-9575
College Admissions Tests:		
SAT	College Board, Southwestern Regional Office	721-1800
ACT	ACT Regional Office	345-1949
DAEP	Chapter 37 – Safe Schools	463-9982
Gold Performance Acknowledgments	Performance Reporting	463-9704
Indicator Methodology:		
Advanced Course Completion	Performance Reporting	463-9704
AP/IB Results	Accountability Research	475-3523
Attendance Rate	Performance Reporting	463-9704
Dropouts	Accountability Research	475-3523
College-Ready Graduates	Performance Reporting	463-9704
Commended Performance	Performance Reporting	463-9704
Comparable Improvement	Performance Reporting	463-9704
Completion	Accountability Research	475-3523
Recommended High School Program	Performance Reporting	463-9704
SAT/ACT Results	Accountability Research	475-3523
Texas Success Initiative	Performance Reporting	463-9704
TAKS	Performance Reporting	463-9704
Interventions	Program Monitoring and Interventions	463-5226
Investigations	Program Monitoring and Interventions	463-5226
JJAEP	Chapter 37 – Safe Schools	463-9982
Leavers (Dropouts, Completers)	Accountability Research	475-3523
No Child Left Behind (NCLB) Act	NCLB Program Coordination	463-9374
PEIMS	PEIMS HelpLine	936-7346
Public Education Grant (PEG)	Parent Complaints/Concerns	463-9290
Public Hearings	Program Monitoring and Interventions	463-5226
Recommended High School Program	Curriculum	463-9581
Retention Policy	Curriculum	463-9581
School Report Card	Performance Reporting	463-9704
Special Education	Special Education	463-5226
Statutory (Legal) Issues	Legal Services	463-9720
TAKS	Student Assessment	463-9536
TAKS Testing Contractor	Pearson	800-252-9186
Technical Assistance Team (TAT) (Methodology for List)	Performance Reporting	463-9704
Technical Assistance Team (TAT) (Implementation of Team)	Program Monitoring and Interventions	463-5226
Testing Decisions		
TAKS-Modified/TAKS-Alternate	Student Assessment	463-9536
Other Issues	Special Education	463-5226
Texas Projection Measure (TPM) (Calculation for Students)	Student Assessment	463-9536
TPM (Use in Accountability)	Performance Reporting	463-9704
Texas Success Initiative (TSI)	Texas Higher Education Coordinating Board	427-6100

WEB LINKS

The following web links can be used to gather supplemental information from online sources.

- Accountability Research ritter.tea.state.tx.us/research/index.html
Provides publications on Dropouts, Retention, College Admissions, and many other topics.
- Adequate Yearly Progress (AYP)..... ritter.tea.state.tx.us/ayp/index.html
Provides AYP results for each campus and district, the AYP Guide, and other information related to AYP.
- Alternative Education Accountability (AEA) ritter.tea.state.tx.us/aea/index.html
Provides extensive information on AEA.
- Charter School ritter.tea.state.tx.us/charter/index.html
Provides lists of schools, contact information, and answers to frequently asked questions.
- No Child Left Behind..... ritter.tea.state.tx.us/nclb/index.html
Provides information on Title I, II, III, IV, V, and VI programs and other aspects of NCLB.
- Pearson Education..... www.pearsonaccess.com/cs/Satellite?pagename=Pearson/QuickLink/tx
Testing contractor for Texas. Provides assessment results and other information for administrators, educators, and families.
- PEIMS ritter.tea.state.tx.us/peims/index.html
Provides publications such as the Data Standards and information on EDIT+, PID, and other topics related to data collection.
- Performance-Based Monitoring (PBM)..... ritter.tea.state.tx.us/pbm/index.html
Provides PBM Analysis System (PBMAS) reports and information on data integrity issues.
- Performance Reporting ritter.tea.state.tx.us/perfreport/index.html
Provides accountability data for each campus and district, AEIS reports, School Report Cards, and other publications.
- Program Monitoring and Interventions..... ritter.tea.state.tx.us/pmi/index.html
Provides information about accreditation monitoring, interventions, Technical Assistance Teams (TAT), School Improvement Plans, and Campus Improvement Teams (CIT).
- Special Education ritter.tea.state.tx.us/special.ed/index.html
Provides extensive information about special education and the ARD process.
- Student Assessment www.tea.state.tx.us/index3.aspx?id=3534&menu_id3=793
Provides extensive information on the statewide assessment program.
- Texas Higher Education Coordinating Board www.thecb.state.tx.us
Provides information on the Texas Success Initiative (TSI) and information on Texas public universities and community colleges.
- University Interscholastic League (UIL) <http://www.uil.utexas.edu/>
Provides information about UIL organized and supervised educational extracurricular academic, athletic, and music contests for Texas public schools.

Appendix H – Acknowledgments

Many people have contributed to the development of the *2009 Accountability Manual*. The project staff wish to thank these individuals for their expert advice and prompt review of our materials. Their comments greatly enhanced the accuracy and format of the document.

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Educator Focus Group on Accountability

Representatives from districts and regional service centers met in February 2009 to make recommendations that address major policy and design issues for accountability for the year 2009 and beyond.

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* Liaisons to the Commissioner's Accountability Advisory Committee

Commissioner's Accountability Advisory Committee

Representatives from legislative offices, school districts, and the business community were invited to participate in resolving issues critical to the accountability system. The Commissioner's Accountability Advisory Committee met in March 2009 to review the recommendations made by the Educator Focus Group. The Advisory Committee either endorsed the Focus Group's proposals or recommended alternative proposals which were forwarded to the commissioner.

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Appendix I – Dropout Definition

Information in this appendix is provided for ease of reference. Topics covered here are largely excerpted from the publication, *Secondary School Completion and Dropouts in Texas Public Schools*, an annual report produced by the TEA Division of Accountability Research each summer. *Secondary School Completion and Dropouts in Texas Public Schools* should be consulted for complete details about all aspects of dropout and completion data collection, processing, and reporting. This publication can be accessed online at: ritter.tea.state.tx.us/research/reports.html.

In 2003, the Texas Legislature amended the Texas Education Code (TEC) to define dropouts for state accountability according to the National Center for Education Statistics (NCES) definition. Specifically, statute states that the Academic Excellence Indicators (TEC §39.051) include:

(b)(2) dropout rates, including dropout rates and district completion rates for grade levels 9 through 12, computed in accordance with standards and definitions adopted by the National Center for Education Statistics of the United States Department of Education;

Students who dropped out during the 2005-06 school year were the first to be reported using the NCES definition. Dropouts from the 2007-08 school year, which are evaluated for the 2009 ratings, continue to be defined using the NCES definition.

DEFINITION OF TERMS

Leaver. A leaver may be any one of the following: a student who graduates, receives a General Educational Development (GED) certificate, continues high school outside the Texas public school system, begins college, is expelled, dies, or drops out.

Movers. A mover is a student who moves from one public school district to another, within Texas. A leaver record is not required for a mover. School districts may confirm that students have moved to other Texas public school districts by searching the PID Enrollment Tracking (PET) application. The final determination of whether students have moved is made by TEA.

Dropout. A dropout is a student who was enrolled in 2007-08 in a Texas public school in grades 7 – 12, but did not return to a Texas public school the following fall within the school-start window, was not expelled, did not graduate, receive a GED, continue high school outside the Texas public school system, begin college, or die.

School-Start Window. This is the period of time between the first day of school and the last Friday in September. The end of the school-start window is the day that students served in the prior year must return to school to not be considered leavers.

This year, as a result of Hurricane Ike, the 2008-09 School-Start Window for returning students was extended through Friday, October 24, 2008. The extension of the window was effective statewide to accommodate both the closing of some districts and the enrollment of students displaced as a result of the hurricane into other Texas public schools throughout the state.

OTHER INFORMATION

Residential Facilities. If the student moves to a facility served by a Texas public school district, no leaver code is necessary. For other situations, see the *PEIMS Data Standards*.

GED Recipients. If a student earned a GED prior to September 1, 2008, the student is not a dropout and no leaver code is necessary. For other situations, see the *PEIMS Data Standards*.

Migrant Students. Migrant students who return after the school-start window are not counted as dropouts.

Summer Dropouts. For state accountability purposes, summer dropouts are attributed to the school year just completed, based on the campus of enrollment on the final day of the previous school year.

LEAVER REASON CODES

School districts can submit 1 of 14 leaver reason codes for each leaver. One code is for students who graduate, and one is for students who drop out. The remaining 12 codes are for "other leavers"—students who: enroll in school outside Texas; enroll in Texas private school; enter home schooling; enter college early to pursue degrees; enroll in university high school diploma programs authorized by the State Board of Education; graduate outside Texas, enter Texas public school, then leave again; complete GEDs outside Texas; are expelled from school; are removed from school by Child Protective Services; are withdrawn from school for administrative reasons, such as nonresidence; return to their home countries; or die.

Table 41: PEIMS Leaver Reason Codes for 2007-08

Code	Leaver reason
Graduated or received an out-of-state GED	
01*	Graduated
85*	Graduated outside Texas, returned to school, and left again
86*	Completed GED outside Texas
Moved to other educational setting	
24*	Entered college early to pursue degree
60*	Withdrew for home schooling
66*	Removed from the district by Child Protective Services
81*	Withdrew from/left school to enroll in Texas private school
82*	Withdrew from/left school to enroll in school outside Texas
87*	Withdrew from/left school to enroll in a university high school diploma program authorized by the State Board of Education
Withdrawn by district	
78*	Expelled for criminal behavior and cannot return
83*	Administrative withdrawal for nonresidence, falsification of enrollment information, or failure to provide identification or immunization records
Other reasons	
03*	Deceased
16*	Returned to home country
98	Other (reason unknown or not listed above)

* Codes with an asterisk (*) are not included in the calculation of the dropout rate used for accountability purposes.
Source: Secondary School Completion and Dropouts in Texas Public Schools.

Table 41 is not a substitute for the detailed information and instructions available in the *PEIMS Data Standards*. Districts should consult the data standards as the source for instructions on coding leavers.

2009 LEGISLATIVE ACTION RELATED TO DROPOUTS

House Bill 3 (HB3) as passed by the 81st Texas Legislature during the 2009 Regular Session defined certain exclusions that the TEA must make when evaluating dropout and completion rates for accreditation and performance ratings. The exclusions can be grouped into five categories:

- Previous dropouts;
- ADA ineligible dropouts;
- Court-ordered GEDs, not earned;
- Incarcerated in facilities not served by Texas public schools; and,
- Refugees and asylees.

These five exclusions apply beginning with the 2011-12 school year. Final decisions regarding the transition to the use of dropout exclusions are yet to be made. Dropouts collected for the 2008-09 school year will be defined using the current definitions with no new exclusions applied.

Appendix J – TEA Secure Environment (TEASE)

The Texas Education Agency Secure Environment (TEASE) is an authentication portal through which an authorized user can access sensitive or confidential TEA information resources. The TEASE portal includes several web applications that are relevant to administrators in school districts and education service centers. One such application is the Accountability web application which provides users with Performance-Based Monitoring Analysis System (PBMAS) products, state accountability products (standard and Alternative Education), federal accountability products, and Accountability Research products pertaining to completion, dropout, and longitudinal cohort lists.

Additionally, the Accountability web application is the location for other products related to accountability. For example TEASE is the site for users to first access Academic Excellence Indicator System (AEIS) reports, listings of schools identified under the Public Education Grant (PEG) program, and other information specific to Alternative Education Accountability (AEA) or Adequate Yearly Progress (AYP).

District and education service center administrators are encouraged to apply for access to the TEASE portal and may also designate others in their district to have access.

Gaining Access to TEASE

The gateway to TEASE is located at:

<https://seguin.tea.state.tx.us/apps/logon.asp>

To access any TEASE application district staff need to obtain a TEASE account. To request a new TEASE account for the Accountability application, district administrators must complete the following form online, obtain the required signatures, and follow instructions for mailing or faxing the form.

The “Request for Access to Accountability” Form can be downloaded online at:

<http://ritter.tea.state.tx.us/forms/tease/accountability.htm>

There are specific registration forms for each TEASE web application. Forms for all available applications can be downloaded from the TEASE Applications Reference page at:

<http://ritter.tea.state.tx.us/webappaccess/AppRef.htm>

Depending on the volume of requests, it may take several days for a request to be processed. Requestors will receive an email from TEA Security once the application(s) has/have been added to their TEASE accounts.

MULTIPLE DISTRICT ACCESS

Certain charter operators and Education Service Center (ESC) staff may have the unique situation of needing access to the secure information for multiple school districts and/or charter operators. To gain access to TEASE Accountability information, multiple-district users must obtain the superintendent’s signature for each district to which the user requests access (one request form per district/charter). Multiple district login accounts do not provide access to all districts in any single ESC region, only to those districts that have granted access for the user. In some cases, it may not be possible to obtain a single login with access

to multiple school district or charter information since some applications do not support multiple-district users. For information about multiple-district TEASE user accounts for the Accountability application, please contact the Division of Performance Reporting via email at performance.reporting@tea.state.tx.us.

Confidentiality

Data on the TEASE Accountability application are NOT masked to protect individual student confidentiality. Remember that individual student information is confidential under the Family Educational Rights and Privacy Act (FERPA). The TEASE site is intended for district use or ESC use with district permission only.

Most Current Products Only

The TEASE Accountability site is not an archive of information, but is intended to contain only the most recent products released. When a reporting cycle begins for a new year, the prior year's final products will be taken off the site. Districts are encouraged to save the products provided on this site to a local secured location. Although the information provided will be posted for a lengthy period of time (approximately one year) ultimately the products will be replaced with more current information as it becomes available.

Typical State Accountability Products Available

The following list shows the state accountability releases for a typical reporting cycle in the order they are released. See *Chapter 19 – Calendar* for specific dates for 2009 and 2010.

- Pairing Application (Data Collection)
- AEA Charter Choice (Data Collection)
- AEA At-Risk Registration Criterion for Charter Operators
- Completion and Dropout Data Posted
- Preview Accountability Data Tables Posted (Standard and AEA)
- Final Accountability Data Tables Posted (Standard and AEA)
- AEA Campus Registration Process (Data Collection)
- Appeals Response Letters Posted
- Ratings Update and Gold Performance Acknowledgments Posted (Standard and AEA)
- Technical Assistance Team (TAT) list Posted
- Updated Preliminary Longitudinal Cohorts Posted
- AEIS Reports Posted

Appendix K – Hurricane Ike

When Hurricane Ike made landfall near Galveston on September 13, 2008, its direct impact was felt by a large number of Texas school districts and charters which were forced to suspend classes, some for an extended period of time.

That same day, the Federal Emergency Management Agency (FEMA) declared 29 Texas counties and 14 Louisiana parishes as disaster areas that qualify for both individual and public assistance. The disaster areas included all counties in Education Service Center (ESC) regions 4 and 5; more than half the counties in ESC regions 6 and 7; and only Matagorda County in region 3.

On September 25, the commissioner informed superintendents that the Texas Education Agency (TEA) had declared Hurricane Ike a state education-related crisis, activating Public Education Information Management System (PEIMS) Crisis Code reporting for students displaced by the hurricane for the 2008-09 data submissions. In this case, the PEIMS Crisis Code was used for students who were enrolled in one of the disaster counties or parishes before September 9, and were enrolled on the PEIMS snapshot date in another Texas public school district or in a different campus in the same district because of Hurricane Ike.

EXCLUDING DATA FOR DISPLACED STUDENTS

In 2009, special processing of assessment results—evaluated under both standard and alternative education accountability (AEA) procedures—will be employed due to the adverse effects districts and campuses experienced due to Hurricane Ike.

Performance:

TAKS and TAKS (Accommodated) – Performance results of all students displaced due to Hurricane Ike will be removed from assessment indicators before determining 2009 accountability ratings. The PEIMS Crisis Code from the fall 2008 student enrollment record will be used to identify displaced students. Use of the code will rely on matching student identifying information from the test answer document with the PEIMS record. Test results and TPM values for matched students with PEIMS Crisis Code values of ‘01’ or ‘02’ will be excluded from the accountability results. PEIMS Crisis Code values and their meanings are shown in the table below.

PEIMS Crisis Code Values

PEIMS Crisis Code Value	Meaning
01	Indicates that a student was enrolled in a Texas school before September 9, 2008, in a Texas county declared a disaster area because of Hurricane Ike, and the student enrolled in another Texas public school district, or moved from a Hurricane Ike impacted campus to a non-impacted campus during the 2008-09 school year.
02	Indicates that a student came to Texas after September 9, 2008, from a Louisiana parish declared a disaster area because of Hurricane Ike, and the student enrolled in a Texas public school district during the 2008-09 school year.

Participation:

Rates of participation in the state assessment program are not evaluated for state accountability ratings, but participation rates are reported on the Academic Excellence Indicator System (AEIS) and other annual reports. In the participation section of the 2008-09 AEIS reports, students identified with PEIMS Crisis Code values of '01' or '02' will be listed on a separate row within the categories of "Tested By Acct Status" and "Not-Tested" students. In addition, for a complete picture of participation, the displaced students who were tested will be distributed among all test-takers by test type (*e.g.* TAKS, TAKS (Accommodated), TAKS-M, and TAKS-Alt).

HURRICANE IKE PROVISION

A Hurricane Ike Provision will be implemented that is similar to the Hurricane Rita Provision used for 2006 accountability. Districts and campuses directly affected by Hurricane Ike will be eligible for special evaluation if (a) they are located in one of the 29 Texas counties designated by FEMA as a disaster area due to Hurricane Ike and (b) they were closed for ten or more instructional days between September 10, 2008, and late October 2008. Unlike the Rita Provision, the Ike Provision may apply to only some of the campuses within a district because separate closing and reopening dates were collected for districts and campuses. However, if a district is identified under this provision, all of its campuses are also identified.

Identifying Hurricane Ike Affected Districts:

TEA contacted ESC directors in regions 3, 4, 5, 6, and 7 in late January 2009 to confirm the exact closing and reopening dates for each district and campus. A final list of districts eligible for special evaluation in 2009 under the Hurricane Ike Provision will be posted to the agency website in May.

Treatment:

Under the Hurricane Ike Provision, accountability ratings will be generated for eligible districts and campuses using available data. If the 2009 rating is either *Academically Unacceptable* or lower than the rating received in 2008 and is based on 2008-09 assessment results, TEA will issue a rating of *Not Rated: Other* on July 31. For these campuses and districts, a message will be included on the data table stating that the Hurricane Ike Provision was used. Note that unlike the Rita Provision, the application of the Ike Provision will be restricted to ratings governed by the TAKS indicator only. Ratings for 2009 determined by either the dropout or completion rates are not eligible for this provision.

Districts may appeal the *Not Rated: Other* label and request the assignment of the system-generated rating if they wish. For example, using the hurricane provision, a campus in an identified district rated *Exemplary* in 2008 with a system-generated rating of *Recognized* in 2009 would be labeled *Not Rated: Other*. The district may appeal to have the rating changed to *Recognized*.

Any hurricane-affected district/campus not identified as eligible for this provision may appeal under the regular appeals process. See *Chapter 15 – Appealing the Ratings*.

For purposes of counting consecutive years of ratings, 2008 and 2010 will be considered consecutive for districts and campuses receiving a *Not Rated: Other* label in 2009 due to hurricane-related issues.

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